

CORRECT
ENGLISH
FIRST COURSE



TANNER



TUG BOATS IN THE HARBOR

From an etching by Sears Gallagher

CORRECT ENGLISH

First Course

By

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Author of "Composition and Rhetoric"



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PREFACE

This book is intended to precede "Correct English, Second Course" or any similar book. The author has endeavored to produce a volume that will serve as a complete textbook in grammar, sentence structure, diction, spelling, and oral and written composition. He has likewise tried to observe a proper balance between speaking and writing, between grammar and composition, and between composition and the study of words.

The sentence receives more emphasis than any other unit of composition, and to it is related all the work in grammar, vocabulary-building, and spelling. In both oral and written composition the making of good sentences is treated as an essential of correct and effective expression.

The specimens of composition, both the selections from standard authors and those from student writers, and also the pictures, have been carefully chosen for their appropriateness and their direct appeal to high-school pupils. The numerous composition assignments are based largely on the major interests of boys and girls and on actual situations that arise frequently in their home, school, and community life.

The order observed in grouping the material in six parts is not meant to indicate the order of study for every class. Teachers who prefer to begin with composition may take first Part Three, Part Four, or Part Five and use Parts One and Two for supplementary assignments. Most teachers will doubtless find it advisable to make assignments in the study of words (Part Six) in connection with the work in grammar, sentence structure, and composition. The chapter divisions, together

with the system of cross reference, the complete table of contents, and the full index, render the book easily adaptable to a wide variety of needs and preferences.

The test exercises placed first in the book should be used in the order that each teacher thinks will be most helpful to the class. The author believes that teachers may be able to save considerable time and improve the quality of work by using these exercises to diagnose the needs of their classes and of individual pupils both at the beginning of the year and at intervals during the year. They may also serve as material for review. Cross references given in the Teacher's Manual accompanying this book indicate how the test exercises may be correlated with sections in the text. Material for use in all dictation exercises is provided in the Teacher's Manual.

Though "Correct English, First Course" contains an abundance of exercise material, those teachers who wish to give their pupils additional written practice in grammar, sentence structure, punctuation, and word study will find "Exercises in Correct English" very useful. These exercises, bound in convenient tablet form, are valuable for drill and test purposes.

For assistance in the preparation of this book grateful acknowledgment is made to the following persons: to numerous teachers for composition material from their classes; to students and to editorial boards of various school publications for specimen compositions; to the Northeastern Junior High School, Somerville, Massachusetts, for the picture "A School Election"; to Miss Caroline M. Doonan, of the Newton High School, for reading the proof sheets; and to the author's wife for several exercises and specimen letters and much valuable criticism.

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CORRECT ENGLISH

TEST EXERCISES FOR REVIEW AND DIAGNOSIS

Purpose of the test exercises. At the beginning of the school year, as we resume our study of speaking and writing, it will be well for us to test our skill in the use of good English. This we can accomplish in part by means of the exercises in this introductory section. In doing these exercises, which will provide us a brief review of grammar and composition, we shall find out how much English we really know. We shall learn at the same time what our immediate needs in grammar and composition are, and thus we shall be able from the very outset to direct our efforts more intelligently toward acquiring greater skill in speaking and in writing.

How to use the test exercises. The helpfulness of the test exercises will depend, for each of us, on the spirit in which we do them. Let us regard them as "setting-up" exercises in preparation for our work in grammar and composition for this school year. Let us make good use of this "warming-up." Being in at the start and securing the lead by a clean, quick "get-away" will do much to insure our coming in as leaders at the end of the contest.

The exercises are intended to test our *individual* ability as students of English. In doing each exercise let us depend, therefore, as in all other school work, wholly on our own efforts. Let us be honest with ourselves and refrain from asking aid.

I. TEST EXERCISES IN GRAMMAR

GRAMMATICAL KNOWLEDGE

Importance of grammatical knowledge. In order to speak and write correctly, we should have an accurate knowledge of grammar and employ this knowledge intelligently in devising and in revising our sentences. It is not enough to *make* a correct sentence. This we often do through imitation alone. We must *know* that a sentence is correct and be able to tell why it is correct. If a sentence contains errors, we must be able to correct them and to justify our corrections. Until we have acquired grammatical knowledge, the making of sentences is guesswork, and punctuation is a haphazard process. The following exercises will enable us to make certain helpful tests of our present grammatical knowledge.

TEST EXERCISE 1

Turn a sheet of composition paper so that its length is horizontal. Divide the sheet into eight equal columns. At the top of each column write the name of one of the parts of speech. Now study the following sentences carefully. Determine the part of speech of each word by noting what it does in the sentence in which it stands. Then write it in the proper column. Remember that the use of a word in a sentence determines the part of speech to which it belongs. Do not confuse possessive pronouns and possessive adjectives.

1. A large crowd greeted the young aviator.
2. He was entertained by the American ambassador.
3. Self-reliance and energy are two essentials of success.
4. This is the best book that I have read this year.
5. During vacation we amused ourselves by camping and fishing.
6. Few persons could remember seeing him before.
7. Before his company, marched the wounded officer.
8. Alas, help came too late, for the swimmer's strength failed.
9. After a hasty glance at each book, she chose mine.
10. Oh, what difference does that make?

11. *Nice* is a word that is often very carelessly used.
12. Whom shall we choose president of our club?
13. Their experience was entirely different from ours.
14. Each worked harder at his lessons.
15. There the delighted child stood before the roaring fire.

TEST EXERCISE 2

Tell the case, number, gender, and use of each noun and each pronoun in the sentences in Test Exercise 1.

TEST EXERCISE 3

In the following sentences point out each pronoun, and tell its person, number, case, and use:

1. She did not tell them who was coming to our house.
2. This is the kind of book that I enjoy.
3. Mine is a better pen than yours.
4. Are these yours? No, they are hers.
5. When she asked, "Who are you?" I replied, "It is I, the boy whom you sent for."
6. Everybody was invited, but none of us went.
7. Each did whatever the other requested.
8. They did not give us their summer address.
9. I asked each of them, "Who of you will tell me where he has hidden himself?"
10. We never buy for him such books as those.
11. He himself assured us that he did not know what they had done.
12. Can you find Helen and me in the picture? That is she, and this is I.
13. We have examined both, but we cannot recommend either.
14. Here are all that we have left. Which do you prefer?
15. We have whatever you need in school.

TEST EXERCISE 4

In a column at the left side of a sheet of composition paper list all the verbs and verb phrases in Test Exercises 1 and 3. Opposite each verb or verb phrase state whether it is transitive, intransitive, or copulative, and tell its person, number, and tense.

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TEST EXERCISE 5

Write the principal parts of the following verbs :

begin	drag	lay	ride	set	take
break	drink	lead	ring	sing	tear
burst	eat	lie	rise	sit	throw
come	go	loose	run	speak	wear
do	know	lose	see	swim	write

TEST EXERCISE 6

Write two original sentences to illustrate the correct use of each of the following verbs. In the first sentence of each pair use the past tense of the verb ; in the second sentence use one of the perfect tenses. Under each verb or verb phrase used *transitively* in your sentences draw *one* line ; under each one used *intransitively* draw *two* lines.

- MODEL. 1. I accidentally *broke* the vase. (Past tense)
 2. The dam *has broken*. (Present perfect tense)

begin	drag	know	ring	set
come	eat	lay	run	sit
do	go	lie	see	take

TEST EXERCISE 7

Point out all the adjectives in the following sentences. Give the comparison of each adjective that can be compared, and tell what word or words it modifies.

1. Our high school developed two winning teams last year.
2. This sort of weather makes me sleepy.
3. Your plants look healthy and seem very hardy.
4. One's first attempt is often unsuccessful.
5. The aviator, unaffected by his recent ill luck, took part in the next contest.
6. In his leisure moments he read an absorbingly interesting historical novel.
7. After a night of refreshing sleep she felt better.

8. That red-haired boy yonder won several points in our recent athletic meet.

9. A beautiful blue bowl containing red tulips had been placed in the exact center of the large round table.

10. The frightened little man became more embarrassed when he discovered whose hat he had taken.

TEST EXERCISE 8

Point out all adverbs in the following sentences. Give the comparison of each adverb that can be compared, and tell what word or words it modifies.

1. Eagerly the soldiers pressed forward.

2. They had already been repulsed twice.

3. Where have you been lately?

4. We cannot come today, but we will come later.

5. She works deftly and silently.

6. Recently I have not felt entirely well.

7. Let us camp here tonight.

8. Our opponents gradually came nearer and nearer to our goal.

9. Patrons should always notify the manager promptly of any lack of courtesy on the part of employees.

10. There she stood, clearly silhouetted in the doorway, gazing intently into the darkness.

TEST EXERCISE 9

In the following sentences should an adjective or an adverb be used? Choose the right word, and explain your choice.

1. He came (quick, quickly) to our rescue.

2. This fruit tastes (bitter, bitterly).

3. We can do the work (easy, easily) in an hour.

4. The patient seems (some, somewhat) better.

5. We left home (real, very) early that morning.

6. The old soldier looked (sad, sadly).

7. Did you sleep (good, well) last night?

8. Her voice sounded (shrill, shrilly).

9. Try to speak more (distinct, distinctly).

10. We were (sure, surely) tired when we reached home.

TEST EXERCISE 10

In the following sentences point out each word that completes or helps to complete the meaning of a verb. Classify it as a noun, a pronoun, or an adjective, and tell whether it serves as a predicate nominative, a predicate adjective, a direct object, or a predicate objective.

1. For years she has been our neighbor and friend.
2. In the evening we read the book aloud.
3. Tonight she was radiantly happy.
4. Our class elected Malcolm treasurer.
5. Mother named my youngest sister Barbara Ann.
6. Such wanton deception made us angry.
7. His new work soon became uninteresting and tiresome.
8. The war made them enemies.
9. The coroner asked the witnesses many questions.
10. Twenty years of undisputed possession made the property theirs.

TEST EXERCISE 11

In the following sentences point out all prepositions and conjunctions. Tell the object of each preposition. Tell whether each conjunction is used to connect words, phrases, or clauses, or whether it introduces a subordinate clause.

1. During his brief but eventful life he accomplished much.
2. At his meals he drinks nothing but water.
3. In front of the house were flowering shrubs, and behind it there was a grove of pine trees.
4. After packing our trunks, we went to call on our friends before we left town.
5. After they had completed their tasks, they sat around the fire before their tents.
6. We have seen neither him nor his brother since Tuesday.
7. Since neither of them had been seen for several days, we organized a searching party to find them.
8. Training hunting dogs for wealthy owners has for many years been his chief occupation.

9. We should wait until clear weather is assured, for flying in a fog is extremely dangerous.

10. Sealing one's oath by kissing a sacred object is a custom of great antiquity.

TEST EXERCISE 12

In the following sentences point out all phrases. Tell whether each phrase is used as a noun, an adjective, a verb, or an adverb.

1. The telephone in that booth has been broken.

2. A purse containing a few coins and a key will be used as evidence against him at his trial.

3. Having prepared my lessons, I amused myself for an hour by reading a book of detective stories.

4. Upon his arrival in New York he was given the key to the city by the mayor.

5. Right of way was claimed by the railway company.

6. The Columbia Mutual Life Insurance Company has been granted a charter to do business in this state.

7. During his imprisonment no one except the members of his immediate family could visit him.

8. After their house had burned, the family lived in the barn while the new house was being built.

9. Taking stock of his possessions and finding nothing disturbed had convinced the owner that we were innocent intruders.

10. Among his treasures there was exhibited a vase richly ornamented with Oriental carving.

TEST EXERCISE 13

In the following sentences point out all subordinate clauses. Tell whether each clause is used as a noun, an adjective, or an adverb.

1. How you use your time now may determine your future.

2. Do you know who I am?

3. This is the kind of day that I enjoy most.

4. She makes friends easily wherever she goes.

5. The last novel that I read was extremely boring.

6. When they left, they invited us to visit them next summer.

7. When he escaped is not known.

8. Please tell me where I can find a telephone.
9. As he walked up the hill, his shadow advanced before him.
10. My mother, who was born in France, now lives in Seattle.
11. He did his work as if he enjoyed it.
12. If you will have patience with me, I will not disappoint you.
13. Ice floats because it is lighter than water.
14. This is the place where the accident occurred.
15. Everyone believes that he is innocent.

GRAMMATICAL CORRECTNESS

Overcoming errors in grammar. Through imitation of certain careless and illiterate people some of us have developed the habit of using many forms and constructions of words that are violations of correct grammatical usage. The following exercises call attention to several common violations of grammar and give practice in correcting them.

TEST EXERCISE 14

In the following exercise write a corrected version of each sentence in which the subject and the verb do not agree in number:

1. Neither of the fliers have been found.
2. Don't this rose smell sweet!
3. All of us was ready to leave at nine o'clock.
4. My uncle doesn't visit us very often.
5. Have either of you seen my hat?
6. In the group there is five girls and four boys.
7. Sometimes she don't recognize her friends.
8. Several strata of rocks was visible in the cliff.
9. The bacilli causes the milk to become sour.
10. We live where there is no mosquitoes.
11. It don't make any difference to me where we go.
12. There was no one present who could answer his question.
13. There was only Harriet and her mother at home.
14. Measles make some children very ill.
15. What was you going to say?

16. Either Joyce or Marjorie are mistaken.
17. "What are trumps?" asked Mrs. Abernathy.
18. Don't he have a high opinion of himself?
19. Were you not frightened by the noise?
20. Are either of these hats yours?

TEST EXERCISE 15

Correct all errors in the use of pronouns that you find in the following sentences:

1. Everyone should think for themselves and do their own work.
2. Whom do you think will be elected tomorrow?
3. Muriel and myself have not been absent this month.
4. Who did you deliver the message to?
5. When a person makes a mistake, they often resent being corrected.
6. It wasn't me who you saw in the hall.
7. Between you and I, he will be surprised when us boys return.
8. Neither Frances nor herself suspected it was me.
9. Whom do they suppose committed the robbery?
10. I am two years younger than him.
11. Some persons like to deceive themselves.
12. Our friends and ourselves had just arrived home.
13. I telephoned to all whom I thought would come.
14. There was no one in school who the students liked better than she.
15. I knew it was them the minute that I saw them.
16. She never cared particularly for Joe and myself.
17. Has anyone finished their problems?
18. Father asked me who I met on the way home.
19. That must have been her who answered the telephone.
20. Neither Henry nor James knew their lesson

TEST EXERCISE 16

In the following sentences correct all errors in the writing of contractions and the possessive-case forms of nouns and pronouns:

1. Youll never find another captain with Dans ability.
2. Doesnt she know that those books arent her's?
3. Thats what I want for mothers birthday.

4. Weve been studying Robert Frosts poems.
5. Its not possible for the kitten to find it's way home.
6. Ill find out who's gloves these are.
7. It's often difficult to satisfy ones conscience.
8. Theyve been entertaining each others visitors.
9. Theres very little difference between you're house and our's.
10. Agnes mother has just returned from a months vacation.

TEST EXERCISE 17

Correct all errors in the forms of the verbs found in the following sentences. Give a reason for your correction.

1. The rain begun falling just as we started home.
2. You had ought to have refused him admission.
3. The doorbell had rang, and he ask me to answer it.
4. I have often swam across the lake before breakfast.
5. Soon a messenger come running up to him with a telegram.
6. He had rode all night, and now he felt wore out.
7. As soon as I see him, I says, "That's Captain Dixon," and I takes the package to him at once.
8. She had ate nothing since she had went to the hospital.
9. Then the guide run up to him and says that the Indians had all went away.
10. After she had spoke to us about her life in France, she sung us some French songs.

TEST EXERCISE 18

In the following sentences fill each blank correctly with *am*, *is*, *are*, *was*, *were*, *has been*, or *have been*, and tell why the form you chose is correct :

1. No ice or snow — seen in that country.
2. The herd of buffalo — carefully guarded.
3. You and I — invited.
4. Both of us — invited.
5. Neither of us — invited.
6. Either you — wrong or I —.
7. A series of games — played in our stadium each year.
8. The dog with all her puppies — missing.

TEST EXERCISES

11

9. Mathematics — my most difficult subject.
10. Ten years — a long time to a prisoner.
11. The committee — given a vote of thanks.
12. "The Virginians" — a good novel.
13. Half of the journey — completed.
14. Only a boat or two — visible.
15. One of two means of escape — yet ours.
16. Neither means of escape — feasible.
17. Either physics or home economics — required.
18. A part of the contents — on the floor.
19. The mother, as well as her daughters, — beautiful.
20. The alumni of our school — very loyal.

TEST EXERCISE 19

In the following sentences correct all errors in the use of auxiliary verbs. Give a reason for each correction.

1. I will be glad to accept your invitation.
2. He shall never forget that experience.
3. Can I help you in any way?
4. You hadn't ought to ask such a question.
5. I shall not forgive him, no matter what he says.
6. If he had have asked me, I should have refused.
7. I would like to see them win.
8. He asked me if he could act as my guide.
9. We will fail unless we make good use of our time now.
10. Shall you forgive me for my rudeness?

TEST EXERCISE 20

In the following sentences choose the right form of the verb, state whether it is in the indicative or the subjunctive mood, and explain why that mood is required:

1. If I (was, were) you, I should remain at home.
2. (Was, were) help necessary, I would give it.
3. I wish that I (was, were) as fortunate as you are.
4. Would that I (was, were) an aviator!
5. Even if he (was, were) living, he could not help us.

CORRECT ENGLISH

6. If I (was, were) she, I should be more careful.
7. How I wish that father (was, were) here!
8. Though he (was, were) innocent, he was suspected.
9. If she (hear, hears) us, she will demand an explanation.
10. Even if the king himself (ask, asks) admission, do not let him enter.

TEST EXERCISE 21

Correct all errors in the statements of comparison found in the following sentences. Give a reason for each correction.

1. Mary is the tallest of the twins.
2. Which is most important, honesty or energy?
3. New York is larger than any city in the United States.
4. She is the prettiest of all her sisters.
5. Robert was more reliable than any member of the family.
6. My chum gave me the best of the two apples.
7. June twenty-first is longer than any day in the year.
8. Mrs. Lansing was the most beautiful of any of my mother's friends.
9. My brother is younger than any boy in the class.
10. Of the two offers he accepted the best.

TEST EXERCISE 22

In the following sentences correct all errors in the use of adjectives and adverbs. Give a reason for each correction.

1. These kind of sentences is sure easy.
2. In spite of the storm, I slept good last night.
3. He spoke clear and distinct.
4. Those flowers smell sweetly.
5. During my illness the nurse was real kind to me.
6. We had to drive slow through the city.
7. The man talked foolish and acted strange.
8. Today is some cooler than yesterday was.
9. The cook seemed terrible sorry about the loss.
10. After my exercise and a shower bath I sure feel good.

TEST EXERCISE 23

In the following sentences correct all errors in the use of prepositions and conjunctions :

1. When the doors were opened, we went in the auditorium.
2. Without you prepare your lessons, you will fail.
3. His property was divided equally between his five children.
4. My book is different than yours.
5. If you want to learn the game, do just like I do.
6. At seven-thirty the guests went into dinner.
7. We will not go except you accompany us.
8. She asked me where I was going to and where I had been at.
9. They looked like they were greatly disappointed.
10. "Treasure Island" is a thrilling story of adventure, and which you should read.

TEST EXERCISE 24

Correct all errors that you find in the following sentences. Give a good reason for each correction.

1. I think there is too many regulations governing freshmen.
2. That there boy struck me, but I never done nothing to him.
3. I ain't got no use for such a boy as him.
4. Yesterday he borrowed my knife off me and never give it back.
5. When the boys seen him, they all come running to meet him.
6. Mr. Jenkins, can I have them boards to make a pigeon house?
7. John, he didn't have no luck fishing yesterday.
8. This here answer to that problem don't seem correct.
9. He don't lay awake none worrying over his lessons.
10. Was you here when they come last night?

II. TEST EXERCISES IN WORD STUDY

CORRECT USE OF WORDS

Requirements of correct usage. If we desire to have the approval of educated people in our use of English, we must, in addition to satisfying the demands of grammatical correctness, employ words in our speech and writing that are sanctioned by good use. People who are at present nationally regarded as

speakers and writers of reputable English determine correct usage in the choice of words. The following exercises will call attention to several of the more common violations of good use.

TEST EXERCISE 25

Write a corrected version of each of the following sentences, and be able to give a good reason for all corrections:

1. You sure are dumb.
2. I flunked my last exam.
3. Frank couldn't find his hat anywheres.
4. Mother suspicioned something was wrong.
5. Your dope on that experiment is different than mine.
6. Both children were borned and raised in the city.
7. The whole bunch refused to except my explanation.
8. Did he suicide, or was he hung?
9. The knight's horse had kind of a mean disposition.
10. Six persons were drowneded due to defective life-preservers.
11. Our dog laid down in back of the stove.
12. She got peeved when we wouldn't do like she told us.
13. His folks ain't got much education.
14. If we had of known you were going, we might of waited for you.
15. Lots of humans would have enthused over such an honor.
16. We were making swell time until one of the tires bursted.
17. A kind old party fixed our flivver for us.
18. That was some stunt our team pulled off yesterday.
19. He thought himself too classy to demean himself by manual labor.
20. We took in most every kind of amusement.
21. My uncle seemed real glad to loan me the money.
22. We expected that he would not turn up on time.
23. I won't stand for any more of this here foolishness.
24. Do you think I'm going to set up all night?
25. This is all the farther I'm going, anyways.
26. They blamed it on me for trying to put one over on them.
27. They ought to of known I wouldn't of done that.
28. Then I says, "Its up to you to prove I done it."
29. His mother tried to learn him to leave the dogs alone.
30. The reason I was late was because I couldn't find my books.

ENUNCIATION AND PRONUNCIATION

Our telltale speech. People estimate our character and the extent of our education both by what we say and by how we say it. Our reputation among educated people suffers when we commit such errors in enunciation and pronunciation as the following: "didjer" for "did you," "gimme" for "give me," "shef" for "shelf," "flo" for "floor," "artic" for "arctic," "drawr" for "draw," "wunst" for "once," "ad'dress" for "address," and "attackted" for "attacked." We need to be very careful, therefore, not only in choosing our words but in enunciating and in pronouncing them also.

TEST EXERCISE 26

Enunciate distinctly each word in the following sentences:

- | | |
|--------------------------|--------------------------------|
| 1. Did you call me? | 6. Let me see that picture. |
| 2. What are you doing? | 7. Perhaps he will let me go. |
| 3. Suppose I asked her. | 8. He himself closed the door. |
| 4. She kept me waiting. | 9. Give me what you have. |
| 5. Where did you get it? | 10. We saw him twice. |

TEST EXERCISE 27

Pronounce aloud correctly and distinctly the following words:

address	chimney	express	genuine	laboratory
again	chocolate	extra	geography	law
American	clothes	fact	grievous	length
apron	column	far	hundred	library
architect	creek	February	idea	mischievous
asked	deaf	fellow	insect	myself
athletics	detail	figure	instead	newspaper
attacked	door	fire	interesting	overalls
because	duty	foreigner	introduce	particular
before	elm	general	Italian	poem
catch	entire	gentleman	kept	potato

probably	society	surprise	throat	was
raw	solemn	swallow	tomorrow	what
recess	stomach	sword	tube	which
regular	strength	ten	Tuesday	work
saw	subject	these	visitor	your

SPELLING

Importance of correct spelling. A misspelled word in an otherwise effective letter of application accounts for the failure of many capable boys and girls to get good positions. Careless spelling in social letters and notes lowers our reputation as students among our friends and relatives. For these reasons we must learn to spell correctly all words that we use.

TEST EXERCISE 28

Read the following sentences carefully, paying close attention to each word. List and spell correctly all misspelled words. (Save this exercise for use in Test Exercise 29.)

1. In learning to write correctly students cant be to careful.
2. When they arrived at the beech, the tide was very high.
3. We couldnt beleive that the thermometer registered ninty degrees.
4. Her neice easly won her letter in atheletics.
5. I was abscent from my histry class Wendesday.
6. The acident ocured at four oclock in the morning.
7. Its nobodies busyness who cut the rope in to.
8. On those occassions our band lead the perade.
9. Ones sucess is offen asured by a good begining.
10. His knowlege of physology didnt help him any in the labratory.
11. My fith attemp was a compleat failure.
12. Both citys were wholely distroyed by the firey volcanoe.
13. He does'nt care wether he succedes or fails.
14. Annes letter discribed her first weak in colledge.
15. I uster think your's was better than mine, alright.
16. The ladys were supprised to fine that there dresses were similar.
17. In the last examination I oमितed one question accidently.

18. The letter was'nt writen 'till Febuary ninteenth.
19. Some childeren loose there teeth earlyer than other's.
20. For sevrал years they have lead a seperate existance.
21. Last nite I studed my grammer fourty minates.
22. We spent last Tuesday straitening the house for frendes.
23. The lightening split the tree in two peices.
24. Then we saw the buisy docter comming in at our gait.
25. He layed his hand on my sholder and seemed truely sorry for me

TEST EXERCISE 29

In Test Exercise 28 what misspelled words did you overlook? What words did you misspell? In your notebook list these words correctly spelled.

TEST EXERCISE 30

Spell the list of words that your teacher will dictate to you in class. If you misspell any of these words, add them, correctly spelled, to the list in your notebook.

USE OF THE DICTIONARY

Our need of skill in using the dictionary. The dictionary is a vast storehouse of useful information about the words of our language. Before we can use it successfully as a book of reference, we must understand its system of arrangement and know the various kinds of information that it affords. Most of us, no doubt, have had considerable experience in using the dictionary, but many of us need to learn more about it and to develop greater accuracy and speed in consulting it.

TEST EXERCISE 31

Write the letters *a* to *z*, inclusive, in alphabetical order.

TEST EXERCISE 32

Arrange the words in each of the following groups in the order in which you would find them in the dictionary:

1. place, mirror, edge, whale, drive, single, throng, nimble, donkey, cringe, because, overthrow, cordial, frolic

2. brick, bath, bird, blame, bait, biscuit, bond, branch, bid, break, beast, both, before, bridge, blemish, belong, board

3. disown, discover, disappear, dispose, disarm, dismay, displace, dismiss, display, distress, dismember, disable, discern, disqualify, discredit, disobey, disfranchise

TEST EXERCISE 33

Find in your dictionary the following words, and list the guide word under which you find each of them :

winsome	courteous	filial	murmur	score
passage	valiant	proverb	echo	operate

TEST EXERCISE 34

Copy in a column the following abbreviations used in describing words, and opposite each write its meaning :

adv.	conj.	colloq.	Biol.	Geol.
pl.	v.t.	a.	cf.	Obs.
prep.	pron.	v.i.	gram.	n.

TEST EXERCISE 35

Which of the following words are misspelled? Correct all errors, and verify your spelling by consulting your dictionary.

forceable	peaceable	supercede	procedure	advertizement
dormitory	privelege	ecstasy	reletive	servicable

TEST EXERCISE 36

With the aid of your dictionary divide each of the following words correctly into syllables, mark the accents, and indicate the proper pronunciation by means of the right diacritical mark over each vowel :

genuine	hygiene	exquisite	address	despicable
dictionary	recess	museum	express	obligatory

TEST EXERCISE 37

Write in a column the following words. Opposite each word write the abbreviation that indicates the part of speech to which it belongs.

spacious	steal	ceremony	perhaps	whoever
alienate	strategy	recently	unique	quite

TEST EXERCISE 38

Write a synonym for each of the following words:

active	bestow	fatal	accept	lucid
reveal	tool	declare	building	foretell

TEST EXERCISE 39

Select ten words from Test Exercise 27, and with the aid of your dictionary write a definition of one complete sentence for each word.

III. TEST EXERCISES IN CAPITALIZATION AND PUNCTUATION

Accuracy in capitalization and punctuation. In order to help readers get our exact meaning, we must employ capitalization and punctuation intelligently; otherwise we confuse rather than assist them.

TEST EXERCISE 40

The quotation printed below, when rearranged as ten lines of verse and rightly capitalized, seems nothing more than a bit of nonsense. Punctuate it correctly, and you will find that it makes sense.

a funny little man told this to me i fell in a
snowdrift in june said he i went to a ball game
out in the sea i saw a jellyfish float up in a
tree i found some gum in a cup of tea i stirred
my milk with a big brass key i opened my door on
bended knee i beg your pardon for this said he
but tis true when told as it ought to be tis a
puzzle in punctuation you see

TEST EXERCISE 41

Copy the following sentences, supplying all necessary capital letters and marks of punctuation. Give the reason for each capital letter and mark of punctuation supplied.

1. summer and autumn in new england are delightful
2. george did you know that the month of march was named for mars the roman god of war
3. helen and i find mathematics more difficult than english
4. how well i remember that first day in junior high school
5. luther burbank a famous horticulturist lived in california
6. uncle harry was born on clark avenue macon georgia july 21 1878
7. in what book of the bible is the story of david and goliath found
8. during the reign of augustus cæsar who lived from 63 b c to a d 14 christ was born
9. if you will meet us in buffalo on saturday well take you with us to see niagara falls
10. though mother father and aunt jane were born in the north they have spent most of their lives in the south
11. yes during our vacation trip in the east last summer we visited independence hall in philadelphia
12. the speakers on the program were mrs walton miss spencer captain reardon and dr hadley
13. the elopement of helen of troy wife of menelaus caused the trojan war
14. how robert louis stevenson must have enjoyed telling the story of the adventures of jim hawkins in treasure island
15. francis parkman who wrote the oregon trail was born in massachusetts but he spent most of his life in the northwestern portion of the united states
16. have you ever seen the potomac river marjorie asked my aunt
17. when my brother kenneth has been graduated from the central high school he intends to enter colorado college
18. mr john galsworthy is a writer of dramas novels short stories and essays
19. oh what a quaint interesting old house this is my cousin exclaimed
20. in shakespeare's merchant of venice lorenzo eloped with jessica the daughter of shylock a wealthy jew

IV. TEST EXERCISES IN SENTENCE STRUCTURE

SENTENCE RECOGNITION

What a sentence is. Words, used alone, may suggest persons, things, ideas, actions, and relations, but a sentence is required to convey a thought. A sentence is a group of words that contains a subject and a predicate and that can stand alone. Not every group of words that we put together is a sentence. We must, therefore, know when we have made a sentence and when we have made less than a sentence or more than a sentence, and we must form the habit of using sentences to give complete expression to what we have to say.

TEST EXERCISE 42

Examine carefully each group of words in the following exercise. Is it a sentence? Is it less than the complete expression of a thought? Is it more than a sentence? Supply whatever words you consider necessary to develop each fragment of a sentence into a sentence. Divide each group of words containing more than a sentence into two or more sentences. Combine groups of words that together form one sentence. In making sentences supply necessary capital letters and proper punctuation.

1. The defeat came as a great surprise to everyone, it seemed certain that our team would win.
2. Not many aviators have achieved greater fame than he has.
3. We could not understand the delay. Because they had intended to set out on their hike at five o'clock.
4. What a disappointment it was. To stand in line for two hours and then be refused admission!
5. I must admit that I was exceedingly angry, I had applied for tickets early in the season, and now the manager told me that not a seat was to be had at any price.
6. The room was extremely cold. The fire having died down several hours earlier.

7. That is the best book that I have read in a long time, the ending is just what it should be.

8. What could I say? she would have been hurt if I had refused to invite her.

9. All was excitement at our house, we were expecting a visit from our favorite uncle. Whom we had not seen for several years.

10. In whatever direction you look the view is attractive.

11. At that moment the sound of a hurdy-gurdy distracted our attention, the friendly old Italian was a great favorite of ours, and we lost no time in getting out to the street to see him and his performing monkey.

12. Let me hear from you as soon as you have reached a decision. So that I can make arrangements to go, if you think we have any chance of getting the job, vacation will soon be here, you know.

13. "You must have been daydreaming, Louis," said Miss Holton, "all your classmates seem to have understood my instructions."

14. There seemed to be no means of escape, on all sides they were surrounded by fire.

15. We continued to look for her and to save our pennies. Though our elders assured us she would not come our way again.

16. It seemed unjust to require us to hand in a long report immediately after the Christmas recess. Especially since many of us would not have access to the library during the holidays.

17. The noise and the rush of city life continued to disturb him, for he had been reared in a quiet old-fashioned country home.

18. What the result will be I cannot say. But we should all do our best to win the election.

19. Our recent campaign for new subscribers to *High Times* was very successful, we now have a subscription list of more than nine hundred names.

20. I shall always feel indebted to my first teacher, in spite of the fact that he had had little training, he knew how to stimulate the boys and girls in his classes to do their best.

KINDS OF SENTENCES

Right use of sentences. Before we can speak and write with skill, we must understand the various kinds of sentences, and through practice learn to use them properly.

TEST EXERCISE 43

The four kinds of sentences according to use are declarative, interrogative, imperative, and exclamatory. Write an original sentence to illustrate each kind. Tell how you can identify each kind.

TEST EXERCISE 44

The four kinds of sentences according to form are simple, compound, complex, and compound-complex. Write an original sentence to illustrate each kind. Tell how you can identify each kind.

TEST EXERCISE 45

Classify each of the following sentences according to use and according to form. Prove that your classification of each sentence is right.

1. What a remarkable man Benjamin Franklin was!
2. Our principal commended the Junior Safety Council for its efficient service during the past year.
3. If we wish a piece of work done quickly and well, we usually ask a busy person to do it.
4. They had been friends and classmates in high school, but after graduation they had entered different colleges.
5. How many of us have discovered that one of the secrets of success is the wise use of leisure time?
6. The Dramatic Club, under the direction of Miss Marian Frost, gave an operetta entitled "The Pirate's Daughter."
7. Then there came a knock, and she ran joyously to open the door.
8. She took his gloves and his hat, laid them on the sofa, and walked slowly to her chair.
9. Our school bank, which was established at the beginning of this year, is conducted by six tellers, six assistant tellers, and four clerks, who work under the supervision of Miss Prescott, head of our bookkeeping department.
10. He was haunted by a strange dread, and, as time passed, his fear increased.
11. On November 11 the students of our school celebrated Armistice Day by giving in the auditorium a program consisting of patriotic songs.

12. The development of great American industries is marvelous, but most amazing of all has been the growth of the business of sport.

13. How few students there are in school who show the same spirit in their studies that they manifest in athletics!

14. Under the wide and starry sky,
Dig the grave and let me lie.

ROBERT LOUIS STEVENSON

15. Time, you old gypsy man,
Will you not stay,
Put up your caravan
Just for one day?¹

RALPH HODGSON

16. Here lies our Sovereign Lord the king,
Whose word no man relies on,
Who never said a foolish thing,
Nor ever did a wise one.

EARL OF ROCHESTER

17. O world, I cannot hold thee close enough!

EDNA ST. VINCENT MILLAY

18. In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.²

JOHN MCCRAE

19. Miniver Cheevy, child of scorn,
Grew lean while he assailed the seasons;
He wept that he was ever born,
And he had reasons.³

EDWIN ARLINGTON ROBINSON

¹From Ralph Hodgson's "Poems." By permission of The Macmillan Company, publishers.

²From "In Flanders Fields and Other Poems," by John McCrae. Courtesy of G. P. Putnam's Sons, publishers, New York and London.

³From "The Town down the River," by Edwin Arlington Robinson. Courtesy of Charles Scribner's Sons, publishers.

20.

There was a ship of Rio
Sailed out into the blue,
And nine and ninety monkeys
Were all her jovial crew.¹

WALTER DE LA MARE

TEST EXERCISE 46

Write ten original simple sentences. Separate the subject from the predicate by a vertical line. Draw one line under the subject noun or pronoun, and draw two lines under the predicate verb.

V. TESTS OF SKILL IN COMPOSITION

ACCURACY AND CORRECTNESS IN COMPOSITION

Means of developing accuracy and correctness. In writing a composition we should see to it that what we say is accurately and correctly expressed. We may develop greater accuracy and correctness by paying close attention to the proper arrangement of our composition on paper and to such details as sentence structure, grammar, spelling, capitalization, punctuation, legibility, and neatness. We can give ourselves valuable practice by copying without error specimens of composition that are correctly written, by writing from dictation, and by correcting and rewriting faulty specimens.

TEST EXERCISE 47

The following composition was written by a pupil in high school. Copy it on theme paper without a single error of any kind. One mistake will justify your teacher in assigning you this exercise again.

¹"The Ship of Rio" from "Peacock Pie," by Walter de la Mare. By permission of Henry Holt and Company.

MY EXPERIENCE AS A WATER BOY

At the football games I like to distinguish myself from the common rooters by working on the side lines. Since my stature is not that of a gridiron hero, I gain the coveted distinction by serving as bearer of the water pail.

I have found the position of water boy a very desirable one, for I not only see the game at close range, but see it as the coach sees it. I see the mistakes as well as the good plays, and get the benefit of all the coach's comments. My greatest thrill comes when someone is knocked out and one of the players yells, "Water!" I grab the pail and run across the field, with the water splashing on my legs. I arrive, they all have water, and the player revives. Then I walk back, as if I were one of the players coming out of the game, and set the pail down. I go over to the bench and take my seat as if I had completed a hard task.

As water boy I enjoy another advantage after the game is over. I follow the players to the locker rooms and listen to them talk as they are getting dressed. I then hear both sides of the story. I hear the star player tell how he made a long run and why he went through tackle instead of around the end. I hear the coach receiving the congratulations of all his visitors and of the opposing coach. As water boy, I have the best of the rooters, too, when I read of the game in the papers. I can say with pride, "I was water boy at that game."

TEST EXERCISE 48

Write without a single error a passage that your teacher will dictate to you.

TEST EXERCISE 49

Write the following passage correctly divided into paragraphs:

Jack had taken his sister to see her first game of football. She knew nothing of the game, as the following bit of conversation clearly shows. "Why did they stop that man and knock him down as soon as he touched the ball?" she asked. "Why, because he was trying to make a goal," her brother explained. "But isn't making goals the object of the game?" "Yes, but that man was—you see, he's on the other side. He was going the wrong way—that is, toward the wrong goal." "Well, I don't see why they should knock him down to tell him that. Everybody makes mistakes."

TEST EXERCISE 50

Study closely the contents of the friendly letter given below. On appropriate stationery make a perfect manuscript of the letter, supplying all necessary capitals and marks of punctuation. Submit your letter correctly folded and placed in an envelope of the right size and kind. Address the envelope, but do not seal it.

226 montrose avenue cleveland ohio june 27 1928 miss marian forsythe
1284 spring street toledo ohio dear marian i have just heard that you
won the scholarship to oberlin college how happy you must be to find
that after all you need not give up your great ambition mother and i are
immensely proud of you and we know that you will make an excellent
record in college accept our heartiest congratulations yours sincerely
harriet

TEST EXERCISE 51

Study closely the contents of the business letter given below. On appropriate stationery make a perfect manuscript of the letter, supplying all necessary capitals and marks of punctuation. Submit your letter correctly folded and placed in an envelope of the right size and kind. Address the envelope, but do not seal it.

r f d route 4 coreyville wisconsin march 2 1928 american nature associa-
tion 1214 sixteenth street n w washington d c my dear sirs you will find
inclosed a post-office money order for \$5.50 for which please send nature
magazine for two years to my cousin harold w craig 918 livingstone
street montreal canada if you can supply the first two issues of this year
you may date my cousins subscription to begin with the january issue
for i am sure that he will appreciate having a complete file of these in-
teresting magazines for the next two years very truly yours robert c
haynes

TEST EXERCISE 52

Write a corrected version of the following passage :

THE ROSETTA STONE

In the year seventeen hundred ninty-eight, napoleon and his french
armey went to envade Egypt ? the next yaer one of the men in his army
found the Rosetta stone buried in the earth near The Rosseta mouth of
the Nile River ; It gets it's name from the plaice where is was found. the

rosetta Stone is of black basalt. And has three inscriptions one it, One is in hieroglyphics, another in demotic characters, and the third in greek writing. scholars discovered that the Greke enscription was the key to the other too. They latter found out that all three had the same maen-ing! the Roseta stone is the key to the egyptain langauge. It has in-abled scolars to decipher enscriptions in the tooms of the great Pharoahs' and to read many egyptain Manuscripts.

ACCURACY, CORRECTNESS, AND SPEED IN COMPOSITION

Speed through practice. More and more it will be necessary for us to write under time restrictions. For this reason we should try to increase the speed with which we work, but we should not sacrifice accuracy, correctness, and clearness to speed.

TEST EXERCISE 53

Your teacher will dictate twenty-five words. As soon as the dic-tation has been completed, arrange the words in alphabetical order.

TEST EXERCISE 54

Within five minutes write sentences to illustrate the correct use of ten words that your teacher will dictate.

TEST EXERCISE 55

Your teacher will dictate ten words. Write a sentence definition of any five of the words in the time specified by your teacher.

TEST EXERCISE 56

Copy without error, in the briefest time possible, a paragraph that your teacher will designate.

TEST EXERCISE 57

Listen attentively to a fable, an anecdote, or a narrative poem that your teacher will read to you. Make only mental notes. After the selection has been read, write within a specified time a good summary of it.

PART ONE

PARTS OF SPEECH IN THE SENTENCE

CHAPTER I

ELEMENTS OF THE SENTENCE

THE SENTENCE

1. Sentence defined. A sentence is the expression of a thought by means of a group of words that can stand alone.

- | | |
|-------------------------|----------------------------|
| 1. Children play. | 4. The boys play ball. |
| 2. They listened. | 5. We heard a noise. |
| 3. Edward is my chum. | 6. These books are mine. |

2. Subject and predicate. Every sentence must have a subject and a predicate. The subject denotes the person, place, or thing spoken of. The predicate asserts something about the subject.

In the sentences in section 1, the subject precedes the vertical line; the predicate follows it.

EXERCISE 1

In the following exercise make sentences by filling each blank properly. Tell whether you supplied a subject or a predicate.

- | | |
|---------------------|-------------------------|
| 1. My father —. | 6. Their new car —. |
| 2. — was clear. | 7. — found my dog. |
| 3. Our team —. | 8. The heavy fog —. |
| 4. That picture —. | 9. My favorite sport —. |
| 5. — arrived early. | 10. — sings well. |

EXERCISE 2

Make ten short original sentences. In each sentence separate the subject from the predicate by a vertical line.

3. Simple subject and simple predicate. A simple subject consists of a single noun or pronoun. A simple predicate is a single verb or verb phrase.

1. Clouds | formed.

2. Boys | shouted.

3. She | is reading.

4. They | have returned.

4. Complete subject and complete predicate. A complete subject consists of a simple subject and any word or words used to modify it or complete its meaning. A complete predicate consists of a simple predicate and any word or words used to modify it or complete its meaning.

1. A pleasant old *gentleman* | *greeted* us cordially.

2. The damaged *car* | *was taken* to a garage.

3. Our young *friends* | *returned* home.

4. The *girl* in front of me | *is wearing* a new dress.

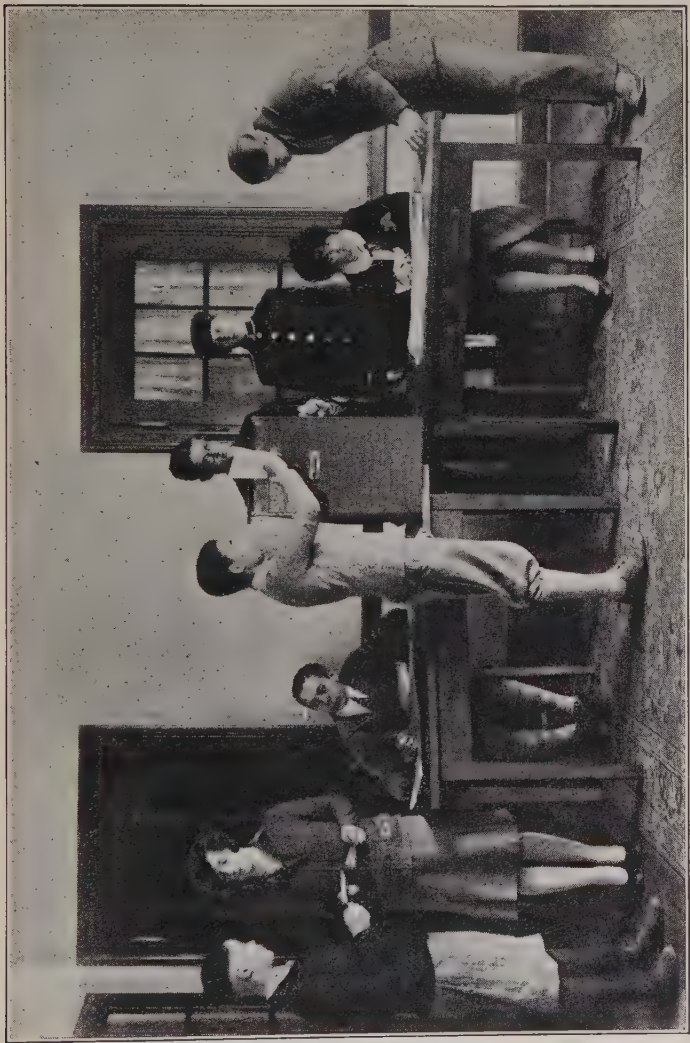
In each of the sentences given above, the complete subject is separated from the complete predicate by a vertical line. The simple subject and the simple predicate are italicized.

5. Compound subject and compound predicate. A compound subject consists of two or more simple subjects, usually joined by a conjunction. A compound predicate is made up of two or more simple predicates, usually joined by a conjunction. In a sentence the subject or the predicate, or both, may be compound, as the following examples show:

1. The *guide* and his *brother* | *met* us at the station.

2. *We* | *called* them and *told* them the good news.

3. My *chum* and I | *walked* and *swam* the whole distance.



A SCHOOL ELECTION

EXERCISE 3

Write the sentences indicated below. Separate the complete subject from the complete predicate by a vertical line. Underscore once all nouns and pronouns used as simple or compound subjects. Underscore twice all verbs or verb phrases used as simple or compound predicates.

1. Five sentences containing a simple subject and a compound predicate.
2. Five sentences containing a compound subject and a simple predicate.
3. Five sentences containing a compound subject and a compound predicate.

6. Sentence order. When the subject of a sentence precedes the predicate, it is said to be in the *natural* order.

1. A great fear seized him.
2. Who called me on the telephone?
3. (You) Spend the night with us.

When the subject of a sentence follows the predicate or is placed between parts of the predicate, the sentence is said to be in the *inverted* order.

1. At the head of the procession marched the band.
2. Where are you going? (You are going where?)
3. How well you are looking! (You are looking how well!)

EXERCISE 4

Write five original sentences arranged in the natural order and five others arranged in the inverted order. Underscore once the subject noun or pronoun and underscore twice the predicate verb or verb phrase in each.

7. Kinds of sentences according to use. According to their use sentences are of four kinds:

1. A *declarative* sentence states or asserts something as a fact.
 - a. Our school won the contest.
 - b. I enjoy reading.

2. An *interrogative* sentence asks a question.

- a. Is he an American? b. Who is she? c. What is the time?

3. An *imperative* sentence expresses a command or a request.

- a. Close the door. b. Listen closely. c. Tell us a story.

4. An *exclamatory* sentence expresses surprise or emotion.

- a. How you frightened me! b. What a loss the fire caused!

EXERCISE 5

Explain whether each of the following sentences is declarative, interrogative, imperative, or exclamatory. Tell whether it is arranged in the natural or the inverted order.

1. The entire population of the town watched the aviator.
2. Who invented the wireless telegraph?
3. What a great scientist Pasteur was!
4. Return all books to the library this week.
5. In what part of Canada were you born?
6. Five thousand people attended the meeting.
7. In one corner of the yard stood a chestnut tree.
8. To whom shall we send invitations?
9. On the rug before the fire lay our dog.
10. How I longed to be at home once more!

EXERCISE 6

Write the following sentences: (1) five declarative, (2) five in interrogative, (3) five imperative, and (4) five exclamatory.

WORDS AS ELEMENTS OF THE SENTENCE

8. Parts of speech. According to their use in the sentence, words belong to one or more of the following eight classes, called parts of speech: (1) nouns, (2) pronouns, (3) verbs, (4) adjectives, (5) adverbs, (6) prepositions, (7) conjunctions, and (8) interjections.

9. Substantives. Any word that designates a person, place, or thing is called a *substantive*. *Nouns and pronouns are substantives.*

1. *Nouns.* A noun is a substantive that designates a person, place, or thing by naming it.

Franklin, Chicago, girl, machinery, class, health

2. *Pronouns.* A pronoun is a substantive that designates a person, place, or thing without naming it; it is a word used instead of a noun.

I, you, he, they, we, who, this, that, each

10. Verbs. A verb is a word used to assert something about a person, place, or thing. Many verbs express action, but some denote state or condition.

1. The boy *runs*.

3. The custom still *exists*.

2. I *made* a puzzle.

4. His family *is* healthy.

Often a group of words, instead of a single verb, is required to make an assertion.

1. Our guests *have gone*.

3. The work *has been done*.

2. We *shall enjoy* a rest.

4. You *should have told* me.

11. Modifiers. A word or a group of words used to change or limit the meaning of another word is called a *modifier*. *Adjectives and adverbs are modifiers.*

1. *Adjectives.* An adjective is a word used to describe or limit the meaning of a substantive. An adjective *modifies*, therefore, a noun or a pronoun.

a. *Generous* people have *many* friends. b. *Six* boys rode in *one* car.

2. *Adverbs.* An adverb is a word used to modify a verb, an adjective, or another adverb.

a. The lecturer spoke *distinctly*.

c. We arrived *too* late for dinner.

b. This is a *most* interesting story.

d. He feels *somewhat* better.

12. Connectives. A word that joins one word to another, or one group of words to another, is called a *connective*. *Prepositions and conjunctions are connectives*.

1. *Prepositions*. A preposition is a word placed before a substantive to connect the substantive, which is its object, with some other word.

- a. The president *of* our class sits *behind* me.
- b. The distance *from* my home *to* school is one mile.

2. *Conjunctions*. A conjunction is a word used to connect words or groups of words.

- a. Walter *and* I are classmates.
- b. I called him, *but* he did not answer.
- c. We have not seen them *since* they returned.

13. Interjections. An interjection is a word used to express anger, joy, fear, surprise, or some other emotion.

- 1. *Hurrah!* We have won.
- 2. *Alas,* I cannot go!

EXERCISE 7

Tell the part of speech of each word in Test Exercise 1.

14. Same word as different parts of speech. The part of speech to which a word belongs is determined by its use in the sentence. Often the same word may serve, without any change in form, as two or more parts of speech.

EXERCISE 8

Tell the part of speech of each italicized word in the following sentences:

- 1. (1) The *walk* is dry. (2) Shall we *walk*?
- 2. (1) *Iron* is a useful metal. (2) This is an *iron* ball. (3) Sometimes I *iron* my own clothes.

3. (1) May I *open* the window? (2) We came at last to *open* country. (3) I always enjoy a holiday out in the *open*.

4. (1) After his long *fast* he feels weak. (2) Did you ever *fast*? (3) This is a *fast* color. (4) That boy can run *fast*.

5. (1) Who will *right* the wrong? (2) Have you the *right* answer? (3) *Right* will prevail. (4) Nothing went *right* that day.

6. The *inside* of the house was gloomy. (2) The *inside* door stood open. (3) We went *inside* the house. (4) Please step *inside*.

7. (1) Have you forgotten the *past*? (2) *Past* offenses will be pardoned. (3) The car went *past* us at full speed.

8. (1) We coasted *down* the hill. (2) Shall we go *down*? (3) They could not stop on the steep *down* grade.

9. (1) They left the hotel *after* breakfast. (2) They left New York soon *after*. (3) We did not see them *after* they left the house. (4) In *after* life he reformed.

10. (1) The *sound* startled us. (2) *Sound* the alarm! (3) Do you have a *sound* body?

EXERCISE 9

Write sentences in which you use the following words:

Run (noun, verb); *wrong* (noun, adjective, verb, adverb); *end* (noun, verb, adjective); *last* (verb, noun, adjective, adverb); *brown* (noun, verb, adjective); *level* (adjective, noun, verb); *long* (verb, adjective, adverb); *outside* (noun, adjective, preposition, adverb); *lower* (verb, adjective, adverb); *this* (pronoun, adjective); *late* (adjective, adverb); *before* (preposition, conjunction, adverb); *spring* (noun, verb, adjective); *but* (preposition, conjunction).

15. Infinitives. An infinitive is a form of the verb that may be used as a noun and as a verb. As a noun it is usually preceded by the sign *to*. It is often called a *verbal noun*.

1. *To delay* is dangerous.

2. We wish *to succeed*.

The infinitive without *to* is used in verb phrases.

1. We shall *arrive* late.

2. You may *keep* the book.

(See Infinitives in Chapter IX.)

16. Participles. A participle is a form of the verb that may be used as an adjective and as a verb. As a modifier of a substantive it is often called a *verbal adjective*.

1. The crowd, *cheering* wildly, surged forward.
2. The *damaged* car has a *bent* fender.

The participle is used in forming verb phrases.

- | | |
|---------------------------------|----------------------------------|
| 1. The fire is <i>burning</i> . | 3. She has <i>read</i> the book. |
| 2. The door was <i>locked</i> . | 4. He has been <i>told</i> . |

(See Participles in Chapter IX.)

EXERCISE 10

In the following sentences point out the infinitives and participles :

- | | |
|------------------------------|--------------------------------|
| 1. To deceive is wrong. | 6. His sole object was to win. |
| 2. My dog likes to play. | 7. Have you heard the news? |
| 3. We are studying. | 8. He is wearing a torn coat. |
| 4. I enjoy exciting stories. | 9. To hear him amused me. |
| 5. They have gone home. | 10. She has sparkling eyes. |

GROUPS OF WORDS AS ELEMENTS OF THE SENTENCE

Phrases

17. Phrases used as parts of speech. A phrase is a group of closely related words that does not contain a subject and a predicate.

Phrases may be used as the following parts of speech :

1. *As a noun.* A phrase used as a noun is called a *noun phrase*.

- a. *William the Conqueror* won the Battle of Hastings.
- b. *From Boston to Los Angeles* is a long journey.
- c. *Seeing you* makes me happy.
- d. I like to hear good music.
- e. He deeply regretted *having made the mistake*.

2. *As an adjective.* A phrase used as an adjective is called an *adjective phrase*.

- a. The top *of my desk* is scarred.
- b. Then came my turn *to see the dentist*.
- c. The dog *following me* is an Airedale.
- d. Did you attend the concert *given last night*?

3. *As an adverb.* A phrase used as an adverb is called an *adverbial phrase*.

- a. Have you ever ridden *in an airplane*?
- b. Are you waiting *to see the doctor*?
- c. *The mail having come*, I stopped to read my letters.

4. *As a verb.* A phrase used as a verb is called a *verb phrase*.

- a. I *will help* you.
- b. You *may go* now.
- c. They *have gone* home.
- d. When *shall* you return?
- e. We *are studying* English.
- f. I *had not heard* the news.

(For a more extensive treatment of phrases used as parts of speech see sections 91, 92, 96, 97, 100, 101, and 106.)

EXERCISE 11

In Test Exercise 12 point out each phrase and tell whether it is used as a noun, an adjective, an adverb, or a verb.

EXERCISE 12

Write eight original sentences, two illustrating the use of phrases as nouns, two their use as adjectives, two their use as adverbs, and two their use as verbs.

Clauses

18. Kinds of clauses. A clause is a group of closely related words that contains a subject and a predicate.

Clauses are of two kinds: (1) independent, or principal, and (2) dependent, or subordinate.

1. *Independent clauses.* A clause that can be used alone to express a thought without the aid of other words is called an independent clause.

a. The guide led the way.

b. We soon arrived at the camp.

c. The guide led the way, and we soon arrived at the camp.

Examples *a* and *b* above are simple sentences. Each makes a separate statement.

A *simple sentence* consists of but one subject and one predicate. In a simple sentence the subject or the predicate, or both, may be compound. (See section 5.)

When two simple sentences are joined, as in example *c* above, they form a compound sentence. Each simple sentence is then regarded as an independent clause; and since the clauses are of equal rank, they are said to be coördinate.

A *compound sentence* is made up of two or more independent coördinate clauses, which may or may not be joined by a conjunction.

a. The speaker stopped, and the audience breathed a sigh of relief.

b. We arrived on time, but no one met us.

c. Either you do not speak distinctly or I do not hear well.

d. Blind-alley jobs lead nowhere; they have no future.

2. *Dependent clauses.* A clause that cannot be used alone to express a thought but requires the help of other words is called a dependent, or subordinate, clause.

a. The man *who finds pleasure in his work* is happy.

b. The telephone rang *while I was studying*.

When a subordinate clause and a principal clause are used together to express a thought, as above, they form a complex sentence. In example *a*, the subordinate clause, *who finds pleasure in his work*, is used as an adjective to modify the noun *man*, which is the subject of the principal clause, *The man*

is happy. In example *b* the subordinate clause, *while I was studying*, is used as an adverb to modify the verb *rang*, which is the predicate of the principal clause, *The telephone rang*.

A *complex sentence* consists of one independent, or principal, clause and one or more dependent, or subordinate, clauses.

When a thought is expressed by joining a simple sentence and a complex sentence, or by joining two complex sentences, the resulting sentence is called *compound-complex*.

a. When I heard the signal, I ran ; but I arrived too late.

b. Yesterday the book that I wanted was not in the library, but today when I asked for it I got it.

(For a full treatment of sentences see Part Two.)

EXERCISE 13

In Test Exercise 45 tell whether each sentence is simple, compound, complex, or compound-complex.

19. Clauses used as parts of speech. Dependent, or subordinate, clauses may be used as the following parts of speech :

1. As a noun.

a. *That it will rain today* seems evident. (Subject of the sentence)

b. Do you know *who he is*? (Direct object of the verb)

c. The belief was *that our team would win*. (Predicate nominative)

d. He came to *where she stood*. (Object of the preposition *to*)

Noun clauses may be introduced by such words as *that*, *who*, *which*, *when*, *where*, *whence*, *why*, *how*, *whether*.

2. As an adjective.

a. He *who will not work* shall not eat. (An essential, or restrictive, adjective clause modifying the pronoun *he*)

b. Our football coach, *who is a graduate of Dartmouth College*, is well liked by the entire school. (A nonessential, or nonrestrictive, adjective clause modifying the noun *coach*)



BOY SCOUTS PRACTICE KNIFE-THROWING

Adjective clauses may be introduced by such words as *who*, *which*, *that*, *where*, *when*, *why*, *whence*, *whither*.

3. *As an adverb.*

a. We met my cousin *when she arrived*. (Adverbial clause of time modifying the verb *met*)

b. Please remain *where you are*. (Adverbial clause of place modifying the verb *remain*)

c. We performed the experiment *as the teacher had instructed us to do it*. (Adverbial clause of manner modifying the verb *performed*)

d. They failed in the examination *because they had not studied*. (Adverbial clause of cause modifying the verb *failed*)

e. *If you need assistance*, call me. (Adverbial clause of condition modifying the verb *call*)

Adverbial clauses may be introduced by such words as *when*, *where*, *while*, *before*, *after*, *until*, *till*, *as*, *as soon as*, *whenever*, *wherever*, *as if*, *if*, *since*, *because*, *though*, *although*, *that*, *so that*.

(For a more extensive treatment of clauses used as parts of speech see sections 111, 113, 116, and 117.)

EXERCISE 14

In Test Exercise 13 point out each subordinate clause and tell whether it is used as a noun, an adjective, or an adverb.

CHAPTER II

NOUNS

20. Kinds of nouns. A noun is a word used as the name of a person, place, or thing.

A *proper* noun is the name of a particular person, place, or thing. Examples: Jane Addams, Detroit, Friday, Christmas.

A *common* noun is a name that may be applied to a class or to each individual of the class. Examples: woman, city, town, week, tree.

A *collective* noun is the name applied to a group, or collection, of persons or things. Examples: crowd, class, family, army, herd.

An *abstract* noun is the name of a general idea, a quality, or some attribute of a person, place, or thing. Examples: eternity, space, freedom, honesty, justice, strength, goodness, patience.

INFLECTIONAL FORMS OF NOUNS

Gender

21. Three genders. Gender indicates the sex of the person or animal, or the absence of sex of the place or thing, designated by a noun or pronoun. Nouns and pronouns may be of the masculine, the feminine, or the neuter gender.

1. *Masculine*: Francis, brother, hero, lion, he.
2. *Feminine*: Frances, sister, heroine, lioness, she.
3. *Neuter*: house, picture, pen, bicycle, it.

NOTE. A noun or pronoun which is sometimes masculine and sometimes feminine is often said to be of common gender. Examples: child, cousin, parent, pupil, teacher, bird, I, we, they.

EXERCISE 15

Make a list of twenty-five nouns of the masculine gender, and opposite each write the correct feminine form.

Number

22. Two numbers. Number indicates whether a noun denotes one person, place, or thing or more than one. If it denotes only one, it is in the *singular* number. If it denotes more than one, it is in the *plural* number.

23. Ways of forming the plural of nouns. The plural number of nouns is formed in the following ways:

1. Most nouns form their plural regularly by adding *s* to the singular. Examples: desk, desks; girl, girls; song, songs.

If the singular ends in *s*, *x*, *z*, *ch*, or *sh*, it adds *es*. Examples: dress, dresses; fox, foxes; topaz, topazes; bunch, bunches; blush, blushes.

2. Most nouns ending in *o* preceded by a consonant form their plural by adding *es*. Examples: echo, echoes; hero, heroes; mosquito, mosquitoes; potato, potatoes; volcano, volcanoes.

There are, however, exceptions. Examples: canto, cantos; dynamo, dynamos; piano, pianos; solo, solos.

Nouns ending in *o* preceded by a vowel regularly form their plural by adding *s*. Examples: cameo, cameos; radio, radios.

3. Common nouns ending in *y* preceded by a consonant form their plural by changing *y* to *i* and adding *es*. Examples: army, armies; story, stories; fly, flies; ally, allies; country, countries.

If the final *y* is preceded, however, by a vowel, the plural is formed by adding *s*. Examples: boy, boys; monkey, monkeys.

4. Many nouns ending in *f* or *fe* change the *f* or *fe* to *v* and add *es*. Examples: leaf, leaves; self, selves; life, lives; wife, wives.

Some nouns ending in *f* or *fe* form the plural by adding *s*. Examples: chief, chiefs; belief, beliefs; fife, fifes; roof, roofs

5. Several nouns form their plural by a change of vowel within the word. Examples: man, men; foot, feet; goose, geese; tooth, teeth; mouse, mice; fireman, firemen.

6. A few nouns form their plural by adding *en*. Examples: ox, oxen; child, children; brother, brethren (*or* brothers).

7. Many words adopted from foreign languages have retained their original plural form, and some have acquired an additional English plural. Examples: beau, beaux *or* beaus; datum, data; formula, formulas *or* formulæ. The proper use of foreign and English plural forms of such nouns must be learned from the dictionary and from observation.

8. Some compound nouns add *s* at the end; others pluralize the first word of the compound; and a few pluralize both words. Examples: bookcase, bookcases; bathhouse, bathhouses; son-in-law, sons-in-law; manservant, menservants.

NOTE. Words such as *cupful*, *spoonful*, *mouthful*, *handful*, and *armful* add *s* at the end of the word to form the plural.

9. Proper names usually form their plural by adding *s* or *es*. Example: There are three Marys, two Ruths, and two Silases in our class.

NOTE. The title of two persons having the same name and title is usually pluralized instead of the name. Examples: the Misses Grayson, the Messrs. Stanley. Such informal plurals as *the Miss Graysons* or *the Mr. Stanleys* are permissible in conversation and social letters.

10. Letters, figures, signs, and words regarded merely as words form their plural by adding *'s*. Examples: (1) Mind your *p's* and *q's*. (2) Your *7's* and *9's* look alike. (3) I will not accept any *if's* and *but's*.

11. A few nouns have two plurals, but the meanings are generally different. Examples: brother, brothers (relatives) *or* brethren (members of the same organization); cloth, cloths (pieces of cloth) *or* clothes (garments).

24. Special usage governing number. Regarding the number agreement of certain nouns with their predicate verbs, established usage, as well as meaning, must often be considered.

1. A few nouns have the same form in both numbers. Examples: deer, sheep, trout, cod, salmon, heathen, hose.

2. Several nouns are plural in form but singular in meaning. Examples: measles, mumps, news, mathematics, civics.

3. Several nouns are used in the plural only. Examples: clothes, proceeds, scissors, thanks, tongs, tweezers, trousers.

4. The following nouns are sometimes singular and sometimes plural: alms, athletics, means, goods, pains, politics.

5. Collective nouns are singular when they refer to a group as a unit, but plural when they indicate individual members of the group. Examples: (1) The committee gave its report.

(2) The committee were not all of the same opinion.

EXERCISE 16

Write the plural or plurals of each of the following:

a b c, alley, alumna, alumnus, analysis, and, banjo, basis, beef, bill of fare, boathouse, brother-in-law, buffalo, calf, century, class, crisis, dairyman, daisy, editor-in-chief, elf, fireman, forget-me-not, gas, genius, go-between, Harvey, index, Japanese, journey, kindness, lady, lasso, lily, match, Mr. Wright, Miss Riley, moose, Murphy, passer-by, pathway, penny, phenomenon, pony, Portuguese, rush, shelf, soliloquy, solo, step-sister, stratum, strife, swarm, tableau, wave.

Case

25. Case and case forms. The form or use of a substantive that shows its relation to other words in the sentence is called *case*. There are three cases: (1) nominative, (2) possessive (or genitive), and (3) objective (accusative or dative).

Since nouns have the same form in the nominative and the objective case, the term *common case form* is often used to

designate the form of a noun in either of these cases. In nouns the possessive case alone is inflected.

	SING.	PLUR.	SING.	PLUR.	SING.	PLUR.	SING.	PLUR.
<i>Nom., Obj.</i>	girl	girls	man	men	fly	flies	deer	deer
<i>Possessive</i>	girl's	girls'	man's	men's	fly's	flies'	deer's	deer's

The inflection of a substantive, which shows its case forms and number forms, is called its *declension*.

26. Ways of forming the possessive case. The possessive (or genitive) case of nouns is formed as follows:

1. *Singular nouns.* The possessive case singular of most nouns is formed by adding 's. Examples: the man's hat, the bear's den, James's sister, Miss Knox's parrot.

Nouns of more than one syllable ending in *s* or an *s* sound, and not accented on the last syllable, may form their possessive singular by adding 's or by the use of the apostrophe alone. Examples: Dickens's (or Dickens') characters, John Burroughs' friends, the princess' brother, for conscience' sake.

2. *Plural nouns.* If the plural of a noun ends in *s* or *x*, the possessive plural is formed by placing an apostrophe after the *s* or *x*. Examples: the teachers' room, the birds' nests, their beaux' names.

If the plural of a noun does not end in *s* or *x*, the possessive plural is formed by adding 's. Example: the children's toys.

3. *Joint or separate possession.* If two or more nouns are used to indicate joint, or common, possession of the same person or thing, the possessive sign is used with the last noun only. Examples: Ross and Harding's store, Charles and Helen's father.

If two or more nouns are used to indicate separate possession of different persons or things, the possessive sign is used with each noun. Examples: Grace's and James's books, Scott's, Dickens's, and George Eliot's novels.

4. *Compound nouns and phrases.* The possessive case of compound nouns and phrases used as nouns is formed by adding the proper possessive sign to the last word only. Examples: my stepsister's dress, the editor-in-chief's desk, the head of the family's privilege, somebody else's book.

EXERCISE 17

Write the singular possessive, and if possible the plural possessive, of the following nouns and phrases:

Agnes, alumnus, John Halifax, Charles, Chinese, deer, Eskimo, fireman, Grace, grandfather, heroine, hostess, major general, Mrs. Schwartz, mother-in-law, the mother of Jean and Frances, the mothers of Philip and Francis, Mutual Life Insurance Company, nobody else, pigeon, Robert Burns, Thomas, William the Conqueror.

GRAMMATICAL USES OF NOUNS

27. *Uses of nouns in the nominative case.* Nouns in the nominative case may be used as follows:

1. *Subject of a finite verb.* The *guests* have arrived.
2. *Predicate nominative.* (1) John is my *brother*. (2) Ohio is my native *state*. (3) He became *president*.

NOTE. A noun or a pronoun that completes the meaning of the predicate and denotes the same person, place, or thing as the subject is called a *predicate nominative*. (See section 50.)

3. *Nominative of address.* May I go with you, *father*?
4. *Nominative of exclamation.* A *thief*! a *thief*!
5. *Nominative absolute.* The *train* being late, we waited.

NOTE. A phrase made up of a substantive with a participle attached is called an absolute phrase. The substantive is termed a *nominative absolute*. (See section 97, 3.)

6. *An appositive.* Dr. Brent, our *physician*, examined me

28. Uses of nouns in the objective case. Nouns in the objective case may be used as follows:

1. *Direct object of a verb.* (1) The car struck a *tree*. (2) He made me a *boat*. (3) I read a *novel*. (4) We gave him a *present*.

2. *Retained object after a passive verb.* He was given a *present*.

NOTE. If the direct object remains in the predicate when the verb of the sentence is changed to the passive voice, the direct object becomes the retained object.

3. *Cognate object.* (1) I dreamed a *dream*. (2) Such a *life* he lived. (3) The child laughed a merry *laugh*.

NOTE. A verb usually intransitive may sometimes take as an object a noun that closely resembles it in meaning.

4. *Predicate objective.* (1) Mother named me *Charles*. (2) They elected Catherine *president*.

NOTE. Verbs of *making*, *naming*, *calling*, *choosing*, and *appointing* may take two objects denoting the same person or thing. The first is the direct object, and the second is called the predicate objective. A predicate objective shows who or what the direct object becomes as a result of the action of the verb.

5. *Indirect object.* (1) My chum gave *Fred* her picture. (2) Mother made *Harriet* a dress (made a dress for *Harriet*). (3) I offered *Mr. Adams* my seat.

NOTE. The substantive that designates the person or thing that receives or is to receive what is denoted by the direct object is called the indirect object. Among the most common verbs that may take an indirect object in addition to a direct object are the following: allow, assign, bequeath, bring, insure, fetch, forgive, give, grant, guarantee, hand, lease, leave, lend, make, offer, owe, pardon, pass, pay, play, pledge, promise, read, refund, remit, restore, return, sell, send, show, sing, spare, teach, tell, throw, toss, win, wish, write, yield.

6. *Object of a preposition.* I lay on the *grass* in the *sunshine*.

7. *Adverbial objective.* (1) They waited *hours* for the train.
(2) He lived to be *eighty years* old. (3) The fugitives were now *miles* away. (4) Please wait a *minute*.

NOTE. A noun that is used alone or as part of a phrase to denote distance, time, weight, value, or measure and performs the function of an adverb is called an adverbial objective. A noun so used answers such questions as When? Where? How much? How far? or How long?

8. *Subject of an infinitive.* We believed the *stranger* to be the fugitive.

9. *Complement of an infinitive having a subject.* (1) We thought the man to be a *physician*. (2) The nurse believed him to be a *detective*. (3) In the darkness mother supposed John to be *me*.

NOTE. If the infinitive has no subject, the complement is in the nominative case. Examples: 1. I expect to become a *lawyer*. 2. In the darkness John was supposed to be *I*.

10. *An appositive.* At last we aroused Pierre, our *guide*.

29. **Uses of nouns in the possessive case.** Nouns in the possessive case may be used as follows:

1. *Modifier of a noun.* This is *Washington's* birthday.

2. *Equivalent of a noun understood.* This is *father's*; that is *mother's*.

3. *Part of a double possessive.* Uncle Edward is a brother of *father's* (= one of father's brothers).

4. *An appositive.* (1) Have you seen my brother *Robert's* medal? (2) Louise is my sister *Barbara's* oldest daughter.

30. **Caution as to the use of the possessive case.** In general, the possessive case should be limited to nouns denoting persons or animals. An *of* phrase should be used of inanimate objects. Examples: John's dog, the dog's kennel, a child's toy, *but* the roof of the house (*not* the house's roof).

NOTE. There are a few idiomatic exceptions to this rule, such as *a week's vacation*, *a year's absence*, *a stone's throw*, *at his wit's end*, *a dollar's worth*, *for pity's sake*, *their journey's end*, *the earth's surface*.

EXERCISE 18

In the following sentences point out each noun and tell its case and use in the sentence in which it stands :

1. At Dr. Porter's suggestion the detective examined carefully all the papers in the closet.
2. Suddenly an expression of relief passed over his face.
3. The stoker, a broad-chested, square man, was the most interesting person on the boat.
4. On alighting at his journey's end, he was seized with a fit of shivering, an intense and sudden chill.
5. Stephen closed his eyes and held out his trembling hand with the palm upward.
6. Mrs. Moffatt, a neighbor of my grandmother's, believed the newcomer to be an impostor.
7. The house having been leased, we paid the agent his fee.
8. For days the injured man slept the sleep of death.
9. The new student was assigned a seat behind my chum's.
10. We called my sister's new roadster "The Yellow Peril."
11. Books! books! I am tired of books, my friend.
12. Then the musician played for the audience his latest composition.
13. The material for this dress cost a dollar a yard.
14. Our coach considers Dalton's playing superior to anybody else's.
15. Doctor, are you my friend Whitney's physician?

EXERCISE 19 .

In Test Exercises 1, 10, and 45 point out each noun and tell its case and use in the sentence in which it stands.

CHAPTER III

PRONOUNS

31. Kinds of pronouns. A pronoun is a substantive that designates a person, place, or thing without naming it. It is a word used instead of a noun. Examples: (1) *He* is the coach. (2) *I* saw *him* yesterday. (3) *Who* is *she*? (4) *These* are *mine*. (5) *This* is the one *that I* want.

Pronouns are of five kinds: (1) personal, (2) demonstrative, (3) indefinite, (4) relative, and (5) interrogative.

32. Agreement of pronouns with their antecedents. The substantive for which a pronoun stands is called its *antecedent*. *A pronoun agrees with its antecedent in person, number, and gender, but its case depends upon its use in the group of words in which it stands.*

PERSONAL PRONOUNS

33. Personal pronouns and their inflection. A personal pronoun is one that shows by its form whether it denotes (1) the person speaking (first person), (2) the person or thing spoken to (second person), or (3) the person, place, or thing spoken of (third person).

The pronoun of the first person (*I*) is declined as follows:

	SINGULAR	PLURAL
<i>Nominative</i>	I	we
<i>Possessive</i>	my <i>or</i> mine	our <i>or</i> ours
<i>Objective</i>	me	us

The pronoun of the second person (*you* or *thou*) is declined as follows :

	SINGULAR	PLURAL
<i>Nominative</i>	you (<i>thou</i>)	you (<i>ye</i>)
<i>Possessive</i>	your <i>or</i> yours (<i>thy or thine</i>)	your <i>or</i> yours
<i>Objective</i>	you (<i>thee</i>)	you (<i>ye</i>)

The pronoun of the third person (*he, she, it*) is declined as follows :

	SINGULAR			PLURAL
	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>All Genders</i>
<i>Nominative</i>	he	she	it	they
<i>Possessive</i>	his	her <i>or</i> hers	its	their <i>or</i> theirs
<i>Objective</i>	him	her	it	them

In prose *you, your, and yours* are used for the second person, whether referring to two or more persons or to one person ; but *you* is plural in form and takes a plural verb. Examples : (1) John, you *were* mistaken. (2) Helen, *have* you *read* this novel?

In poetry and in solemn style the older forms *thou, thy, thine, thee, and ye* are often used.

34. Uses of personal pronouns in the nominative case. Personal pronouns in the nominative case have the same uses as nouns :

1. *Subject of a finite verb.* (1) *I* am listening. (2) *She* is absent.

2. *Predicate nominative.* (1) This is *I*. (2) I am *he*. (3) It is *she*. (4) Is it *you*? (5) These are *they*.

3. *Nominative of address.* Here, *you* boys, where are you going?

4. *Nominative of exclamation.* Fortunate *you*!

5. *Nominative absolute.* *They* having gone, we followed.

6. *An appositive.* The two of us, Gerald and *I*, went alone.

35. Uses of personal pronouns in the possessive case. Personal pronouns, unlike nouns, do not require the possessive sign (the apostrophe) to indicate the possessive case: *ours, yours, his, hers, its, theirs*.

The possessive forms *mine, thine, ours, yours, his, hers, and theirs* are possessive pronouns, for they can be used in place of possessive nouns.

1. *Mine* is new; *yours* is old.

2. *Hers* is better than *mine*.

3. Are these gloves *yours*?

4. This car is *ours*, not *theirs*.

The possessive forms *my, our, thy, your, her, its, and their* are pronominal adjectives, for they must be followed by a noun. *His* may be either a possessive pronoun or a pronominal adjective. (See section 67, 2.)

36. Uses of personal pronouns in the objective case. Personal pronouns in the objective case may be used as follows:

1. *Direct object of a verb.* (1) We saw *you*. (2) Please call *them*. (3) Mother gave *it* to me. (4) The manager sent *him* to us.

2. *Retained direct object after a passive verb.* I was given *it* by my mother.

3. *Indirect object.* (1) She offered *him* a reward. (2) We sent *them* an invitation.

4. *Object of a preposition.* Have you heard from *them*?

5. *Subject of an infinitive.* (1) Do you wish *me* to go? (2) We supposed *him* to be honest.

6. *Complement of an infinitive having a subject.* (1) They believed Marion to be *me*. (2) Did you suppose me to be *him*?

NOTE. If the infinitive of the verb *be* has no subject, the pronoun used as the complement is in the nominative case. Examples: (1) Marion was believed to be *I*. (2) Was I supposed to be *he*?

7. *An appositive.* I called them, both *him* and *her*, twice.

37. Cautions in the use of personal pronouns. 1. *Predicate nominative after copulative, or linking, verbs.* A noun or a

pronoun following a finite copulative verb and denoting the same person or thing as the subject is in the *nominative* case, never in the objective. Examples: (1) It is *I*. (2) This is *she*. (3) These are *they*. (4) The man who spoke was *he*.

2. *After than and as*. A noun or a pronoun following *than* or *as* is in the nominative or the objective case, according to its construction in the elliptical clause of which it is a part. Examples: (1) I am taller than *she* [is tall]. (2) We like him better than [we like] *her*. (3) Are you as old as *he* [is old]?

3. *Its and it's*. The possessive of *it* is *its*. *It's* is a contraction of *it is*. Examples: (1) *Its* appearance was unattractive. (2) The bird has left *its* nest. (3) *It's* [it is] too late to go now.

4. *Illiterate formations*. Avoid the use of such illiterate substitutes for pronouns as *ourn*, *yourn*, *hisn*, *hern*, and *theirn*.

38. Peculiar uses of *it*. In addition to serving as a personal pronoun in the neuter gender, *it* has the following uses:

1. *Indefinite use*. (1) *It* is I. (2) *It* is he (she, we, you, they). (3) *It* was their only child. (4) *It* is my dog.

2. *Impersonal use*. (1) *It* rains, *it* hails, *it* lightens, and *it* thunders. (2) Last night *it* snowed and sleeted.

3. *Expletive use*. When *it*, as the grammatical subject, introduces a sentence and allows the real subject to follow the predicate verb, it is called an *expletive*. Examples: (1) *It* was impossible to come earlier. (2) *It* is a pity that he failed.

That *it* is an expletive in such sentences as those just given can be proved by placing the real subject in its stead. (1) *To come earlier* was impossible. (2) *That he failed* is a pity.

EXERCISE 20

In the following sentences point out all personal pronouns and tell the person, number, gender, case, and use of each:

1. We found the purse and returned it to her.
2. Wait, you girls, until I am ready.

3. In this group picture that is she and this is I.
4. We brought ours, but left yours.
5. Have you seen them and given them theirs?
6. They thought me to be her.
7. He was presented to me by Uncle Philip.
8. Mine being lost, he lent me his.
9. Did you and she speak to him about me?
10. It was we, Grace and I, to whom she told it.

EXERCISE 21

In the following blanks supply the right personal pronouns and tell how each is used:

1. Have you seen he or she recently?
2. A misunderstanding arose between him and her.
3. You play the piano better than me.
4. If you were me, would you accept the offer?
5. I sent her a present by him.
6. You told me it was she.
7. Have you lived here as long as her?
8. To you three boys he lent his books.
9. May I sit between him and her?
10. You are taller than him or her.

EXERCISE 22

In the following sentences choose from the personal pronouns in parentheses the right form and explain why the pronoun chosen is correct:

1. (We, us) girls enjoyed the reception.
2. We knew that it was (them, they).
3. Keep your seats, for (its, it's) only (I, me).
4. You can sing better than (her, she).
5. She gave (he, him) and (me, I) presents.
6. Everyone thought the strangers to be (they, them).
7. We were supposed to be (they, them).
8. The manager notified us all, Sidney and (I, me) among the rest.
9. We like her better than (he, him).

10. The girl whom you saw must have been (her, she).
11. We never expect any favors from such people as (they, them).
12. She considered the best student in school to be (he, him).
13. Anne went with Joyce and (I, me) to the concert.
14. When you wake, please call Simpson and (I, me).
15. That's (he, him), that's (her, she), and this is (me, I).
16. All of us believed that the one chosen would be (her, she).
17. Who is that? (Me, I.) Yes, (it's, its) no one except (me, I).
18. If you were (me, I), would you enter the contest?
19. Had it been (them, they), no one would have been surprised.
20. I do not know him so well as (she, her).
21. To John and (me, I) they sent presents.
22. There was never any trouble between Grace and (I, me).
23. Whom do you like better, (her, she) or (I, me)?
24. The principal divided the prize between Stanley and (I, me).
25. I believe that the winners will be (us, we).

39. Compound personal pronouns and their uses. The compound personal pronouns, made by adding *self* and *selves* to certain forms of the personal pronouns, are as follows:

	SINGULAR	PLURAL
<i>First Person</i>	myself	ourselves
<i>Second Person</i>	yourself or thyself	yourselves
<i>Third Person</i>	himself, herself, itself	themselves

The compound indefinite *oneself* (or *one's self*) may also be included.

1. *Intensive use.* When a compound personal pronoun is in apposition with the substantive to which it refers, it is used *intensively* to emphasize the substantive.

- | | |
|--------------------------------------|---|
| a. I <i>myself</i> saw him. | d. We heard him <i>ourselves</i> . |
| b. We met the judge <i>himself</i> . | e. The book <i>itself</i> is excellent. |
| c. You <i>yourself</i> must decide. | f. I made the kite <i>myself</i> . |

NOTE. The desire for greater emphasis sometimes causes a speaker to use the adjective *own* between the two parts of a compound personal pronoun. Examples: (1) I am to blame my *own* self. (2) You did that your *own* self. *Self* is then a noun.

2. *Reflexive use.* When a compound personal pronoun serves as the object of a verb or a preposition and denotes the same person or thing as the subject of the verb, it is used *reflexively*. That is, the receiver of the action expressed by the verb is the same person or thing as the doer of the action.

- | | |
|--|--|
| a. I struck <i>myself</i> . | d. Make <i>yourselves</i> at home. |
| b. She often deceives <i>herself</i> . | e. We gave <i>ourselves</i> a present. |
| c. He is talking to <i>himself</i> . | f. They laughed at <i>themselves</i> . |

3. *Predicate nominative.* Sometimes a compound personal pronoun is used as a predicate nominative.

- | | |
|----------------------------------|--|
| a. I am not <i>myself</i> today. | b. On every occasion she is <i>herself</i> . |
|----------------------------------|--|

NOTE. Compound personal pronouns should not be used as simple personal pronouns.

1. Vera and *I* (not *myself*) are classmates.
2. They gave the presents to John and *me* (not *myself*).
3. The party included the Grants and *us* (not *ourselves*).

EXERCISE 23

In the following sentences point out the compound personal pronouns and tell how each one is used:

- | | |
|--------------------------------------|-----------------------------------|
| 1. We ourselves will do it. | 6. I sometimes forget myself. |
| 2. While here, be yourself. | 7. Please do yourself this favor. |
| 3. He thinks himself a hero. | 8. You will be yourself again |
| 4. The cat gazed at herself in soon. | |
| the mirror. | 9. I did the work by myself. |
| 5. You invite them yourself. | 10. Is that the mayor himself? |

DEMONSTRATIVE PRONOUNS

40. *Demonstratives and their uses.* The demonstratives *this* and *that* (plural *these* and *those*) direct special attention to particular persons, places, or things. They may be used either

as adjectives or as pronouns. Demonstratives are inflected for number only.

AS ADJECTIVES

This pen is broken.
Have you read *that* book?
Are *these* gloves yours?
Do you know *those* people?

AS PRONOUNS

This is my fountain pen.
Was *that* your brother?
Have you seen *these*?
I like *those* best of all.

NOTE. For the use of *this* and *that* with *kind*, *sort*, and *species* see section 73.

INDEFINITE PRONOUNS

41. Kinds of indefinite pronouns. The indefinite pronouns point out persons, places, or things less definitely than do demonstrative pronouns.

The *simple* indefinites include the following words: *another*, *any*, *both*, *each*, *either*, *neither*, *none*, *one*, *other*, *some*, and *such*.

The *compound* indefinites *each other* and *one another* are called *reciprocal* pronouns, since they denote reciprocity of action or feeling. Examples: (1) My chum and I often visit *each other*. (2) They found pleasure in helping *one another*.

42. Uses of indefinites. Most indefinites may be used as either pronouns or adjectives, but there are a few exceptions.

None may be either singular or plural, depending on its meaning.

Such words as *all*, *few*, *many*, *several*, which may be used either as pronouns or as adjectives, are often called indefinites.

Such words as *anybody*, *anything*, *everybody*, *everything*, *aught*, *naught*, *anyone*, *each one*, *someone*, *everyone*, *no one*, are usually classed as indefinite nouns.

The following indefinites, when used as substantives, are partly inflected: *one*, *one's*, *the ones*; *another*, *another's*; *other*, *the other's*, *others'*, *the others*; *each other*, *each other's*; *one another*, *one another's*.

43. Indefinites as singular antecedents. Most indefinite nouns, pronouns, and adjectives are singular; hence the pronouns referring to them as antecedents must be singular.

1. Each of them prepared *his* (not *their*) assignment.
2. If anybody is late, *he* (not *they*) will be penalized.
3. Every person is expected to do *his* (not *their*) best.
4. If anyone objects, let *him* (not *them*) speak now.

EXERCISE 24

In the following sentences point out the demonstratives and indefinites and tell whether they are used as substantives or as adjectives:

1. You can do that if each will help the other.
2. These are better than those.
3. Everybody slept soundly that night.
4. Do you think either will agree to this plan?
5. Some of my friends wear one another's clothes.
6. Few persons realize this fact better than he.
7. Have you any reason for saying that?
8. Each says these books are his.
9. Many persons came, but few remained.
10. If you have none of this, you may send me some of the other.

EXERCISE 25

In the following sentences choose from the pronouns in parentheses the right form and tell why the pronoun chosen is correct:

1. If you meet anybody, say nothing to (him, them).
2. Everyone wanted (their, his) money at once.
3. When anyone is speaking, do not interrupt (them, him).
4. If someone calls for me, ask (them, him) to wait.
5. Somebody told us (he, they) saw her in New York.
6. As each entered the hall, (they, he) became silent.
7. Neither expected to have (their, his) request granted.
8. Everybody should form (his, their) own opinions.
9. If anybody wishes to leave, (he, they) may do so.
10. Every person should be careful of (their, his) manners.



GIRL SCOUTS AT CAMP ANDREE

RELATIVE PRONOUNS

44. Relative pronouns and their inflection. A relative pronoun has two uses: (1) it refers, as a pronoun, to a noun or a pronoun that is its antecedent, and (2) it joins, as a connective, the clause in which it stands and the clause containing its antecedent. Example: Are you the man *who* wishes to see me?

1. *Simple relative pronouns.* The simple relative pronouns are *who*, *which*, *that*, *what* (= *that which*), *as*, and *but*.

a. I am the person *who* made the mistake.

b. This is the last letter *that* I have received.

c. She is a girl *whom* all of us admire.

d. Here is my excuse, *which* you may not be able to accept.

e. We gave them *what* (*that which*) we had.

f. We gave him such aid *as* we could.

g. Are these the same *as* those [are]?

h. There was no one *but* knew of the deception. (That is: There was no one *who* did *not* know of the deception.)

NOTE 1. The relative pronoun *what*, meaning *that which*, implies the antecedent *that* and the relative pronoun *which*.

NOTE 2. *As*, when used as a relative pronoun, is generally preceded by *such* or *the same* in the main clause.

NOTE 3. When *but* follows a negative expression and introduces a subordinate clause, it is equivalent in meaning to *who* (*that*) . . . *not*. Thus used, it may be regarded as a relative pronoun.

Who and *which* are the only relative pronouns that are inflected. They have the same form in both singular and plural.

<i>Nominative</i>	<i>who</i>	<i>which</i>
<i>Possessive</i>	<i>whose</i>	<i>whose</i>
<i>Objective</i>	<i>whom</i>	<i>which</i>

NOTE 4. The possessive form *whose* is a relative adjective. It is usually restricted to persons and animals. The phrase *of which* is used of things without life. Examples: (1) Are you the boy *whose* father I met yesterday? (2) Our dog, *whose* name is Scotty, has been ill. (3) This book, the covers *of which* are defaced, is an algebra.

2. *Compound relative pronouns.* The compound relative pronouns are made by adding the ending *ever* or *soever* to the simple relatives *who*, *which*, *what*, and their inflected forms.

<i>Nominative</i>	whoever whosoever	whichever whichsoever	whatever whatsoever
<i>Possessive</i>	whosever whosoever	— —	— —
<i>Objective</i>	whomever whomsoever	whichever whichsoever	whatever whatsoever

NOTE 1. Frequently *whichever*, *whichsoever*, *whatever*, and *whatsoever* are used as adjectives. Examples: (1) *Whichever* book you read, you will be benefited. (2) *Whatever* course you may pursue, may you succeed.

NOTE 2. Compound relative pronouns and adjectives have a double construction in a sentence. Examples: (1) *Whoever* flatters him gets what he wants. (2) I will give you *whichever* you wish. (3) He always does *whatever* task is assigned. (*Whoever* is the subject of both *flatters* and *gets*. *Whichever* is the object of both *give* and *wish*. *Whatever* modifies *task*, which is the object of *does* and the subject of *is assigned*.)

45. Relative pronouns and their antecedents. A relative pronoun agrees with its antecedent in person, number, and gender, but its case depends upon its construction in its own clause.

Since relative pronouns have the same form for all three persons and for both numbers, their person and number have to be determined in each sentence by noting the person and number of the antecedent.

1. *We who* are your friends desire to help you.
2. *You, Jane, who* are well, cannot understand my illness.
3. Have you spent all the *money that* you saved?
4. I will invite only such *people as* are my friends.

The following usage as to the gender of relative pronouns should be observed :

1. *Who* is either masculine or feminine, and should be used to refer to persons and personified animals or objects.

2. *Which* is either masculine or feminine when used to refer to the lower animals, but neuter when otherwise used.

3. *That* and *as* may be masculine, feminine, or neuter.

4. *What* is always neuter.

The case of the relatives *who*, *whoever*, and *whosoever* demands attention. The case form required is determined by the construction of the relative in its own clause.

1. There is the man *who* befriended me.

2. He is a friend *whom* I love dearly.

3. Are you the physician *whom* I sent for?

4. I will accompany *whoever* invites me to go.

5. He never failed to help *whomever* he found in trouble.

EXERCISE 26

In the following sentences point out all the relative pronouns, explain the case of each, and indicate its antecedent :

1. The house that we entered was filled with antique furniture.

2. His arms, which were never protected from the sun, were brown and muscular.

3. Last night a friend whom I had not seen for ten years was my welcome guest.

4. A transcontinental train is a laboratory in which one may study human nature.

5. La Salle made the daring voyage that brought a vast empire under the crown of France.

6. We gave whoever went full authority to act as it seemed best.

7. Taxes are portions of private property which a government takes for public purposes.

8. When I pay the tax-collector, who can seize my property if I refuse to do so, I am simply paying what is fairly due from me toward supporting the government.

9. Whoever expects to succeed in any kind of life-work should get a good education.

10. Her only son, to whom she gave every advantage, proved a great disappointment to his mother.

EXERCISE 27

Fill each blank in the following sentences with the correct relative pronoun :

1. I handed the note to the maid, — met me at the door.
2. Everyone — I met asked me about you.
3. The man — I saw was a foreigner — had recently arrived
4. Have you seen the horse — father gave me ?
5. I lent him such clothing — he needed.
6. Are you the person to — the letter was addressed ?
7. We met a man — we thought was a detective.
8. We met a man — we had never seen before.
9. There is the man — we believed to be a detective.
10. The boy — came was not the boy — I had hired.
11. She fed the hens, — were very hungry.
12. We followed closely the directions — he had given us.
13. Are you the girl to — the prize was awarded ?
14. The official for — we inquired was not in his office.
15. I asked my mother, —, I was sure, would know the answer.

INTERROGATIVE PRONOUNS

46. Inflection and uses. The interrogative pronouns are *who*, *which*, and *what*. *Who* and *which*, the interrogatives, have the same inflection as *who* and *which*, the relatives. *What* has no inflection.

Who is either masculine or feminine. *Which* and *what* are of all three genders.

Interrogative pronouns are used in asking questions.

- | | |
|------------------------------------|-----------------------------------|
| 1. <i>Who</i> told you the story ? | 4. <i>Whom</i> did you meet ? |
| 2. <i>Which</i> is your hat ? | 5. To <i>whom</i> shall I apply ? |
| 3. <i>Whose</i> is this pen ? | 6. For <i>what</i> did you ask ? |

Which, *what*, and *whose* are often used as interrogative adjectives.

- | | |
|--|---|
| 1. In <i>which</i> house do you live ? | 3. <i>What</i> book are you reading now ? |
| 2. <i>Whose</i> car are you driving ? | 4. <i>Which</i> way did they go ? |

What is sometimes used as an adjective to introduce an exclamatory sentence.

1. *What* adventures my father had as a boy!
2. *What* days those were!

What is sometimes used as an interjection. Example: *What!* I can't believe such a report.

Interrogative pronouns may introduce indirect as well as direct questions. (See section 112.)

1. I have forgotten *who* told me that story.
2. She asked me *whose* pen this is.
3. They did not tell us *whom* they met.

Sentences containing indirect questions are declarative, not interrogative.

EXERCISE 28

In the following sentences point out the interrogative pronouns and adjectives and explain the case and use of each:

1. Who is the greatest American musician?
2. Whom do you suppose I saw today?
3. Which is the right road to Albany?
4. In what direction did the robbers go?
5. Whom did they think me to be?
6. For whom was the present meant?
7. To which of them should I apologize?
8. What is the question that you asked?
9. Who do you think will win the race?
10. On what day do you intend to leave Baltimore?

EXERCISE 29

Fill each blank with *who* or *whom*, as the construction may demand, and tell whether the pronoun is relative or interrogative.

1. — are the people — have rented the house next door?
2. We have not learned — they are.
3. — shall we elect as chairman?

4. I addressed the letter to the person — you mentioned.
5. The coach asked him — he was.
6. — is to be the principal speaker?
7. The old guide, — I had forgotten, greeted me warmly.
8. — do you wish to see?
9. — did you suppose my brother to be?
10. Are you the girl — my sister knew at college?

EXERCISE 30

Point out the interrogative pronoun or adjective in the following direct questions and change each question to indirect form:

1. "Who is the principal?" the visitor asked me.
2. "What car did your father buy?" inquired my chum.
3. "Whom shall we send?" demanded the chairman.
4. Then she inquired, "Who are you?"
5. "To whom," I asked her, "is the package addressed?"

EXERCISE 31

Review Test Exercise 3.

EXERCISE 32

Write groups of sentences that will fulfill the following requirements. In each sentence underscore every pronoun that you use, and tell its case and construction.

1. Five sentences containing simple personal pronouns.
2. Five sentences containing compound personal pronouns, some used intensively and others used reflexively.
3. Five sentences containing demonstrative pronouns.
4. Five sentences containing indefinite pronouns.
5. Five sentences containing relative pronouns.
6. Five sentences containing interrogative pronouns.

EXERCISE 33

Review Test Exercises 15 and 16.

EXERCISE 34

In the following sentences choose the right pronoun or pronominal adjective and give the reason for your choice:

1. They met Dorothy and (I, me) at the station.
2. The teacher asked (he, him) and (me, I) to sing.
3. You can make fudge as well as (me, I).
4. How we wish it had been (he, him)!
5. The manager paid her and (they, them) their wages.
6. It was (me, I) who saw them first.
7. You may stand between Irene and (I, me).
8. If anyone is late, it will be (she, her).
9. Let Frances and (I, me) go with you.
10. A person should always be careful of (their, his) reputation.
11. They did not invite (we, us) girls.
12. My sister is not so strong as (me, I).
13. The letter was addressed to John and (I, me).
14. That may have been (him, he) who called yesterday.
15. He could not choose between Clara and (me, I).
16. If I were (she, her), I would resign.
17. Was it (him, he) or (I, me) that you called?
18. Father told Robert and (he, him) to water the lawn.
19. Mary invited Helen and (I, me) to visit her.
20. He refused to wait for (her, she) and (I, me).
21. The moment he spoke I knew it to be (he, him).
22. Who was tardy this morning? Only (me, I).
23. Somebody has left (their, his) sweater.
24. Do you know (who, whom) she is entertaining?
25. Have you heard (who, whom) was elected?
26. The boy (who, whom) you saw is my cousin.
27. Yonder is the man (who, whom) we thought was injured.
28. A prize will be given to (whomever, whoever) wins the race.

EXERCISE 35

In the following sentences fill each blank with the correct pronoun or pronominal adjective and explain why it is the right one:

1. No one should wear — hat in the house.
2. If everybody will do — part, we shall win the banner.

3. Many have already bought —— tickets.
4. Each one must prepare —— own assignment.
5. Neither of the boys will help —— mother.
6. Everyone has received —— report card.
7. Will somebody please share —— lunch with Grace?
8. Both Tom and Francis resemble —— father.
9. Everyone said that —— had paid —— dues.
10. Nobody needs to apologize for —— appearance.
11. The hostess told everybody to do as —— liked.
12. Anyone may submit —— composition when it is finished.
13. All students were required to remain in —— seats.
14. Nobody has solved all —— problems.
15. Everybody deposited —— money in the school bank.
16. No one knows —— the governor will appoint.
17. There was no one in the car —— I knew.
18. Please tell me —— have been promoted.
19. The dog —— I lost was a terrier.
20. Charles is a boy —— everyone thinks will succeed.
21. She favors those students —— she has formerly taught.
22. I know —— you think told the secret, but it is not ——
23. Please tell everyone —— you see about the meeting.
24. I asked her —— had told her the news.
25. Is Helen the girl —— you met last summer?

CHAPTER IV

VERBS: MODAL FORMS¹

47. Verbs. A verb is a word or a group of words that asserts action, state, or condition.

1. I *see* you.
2. The boat *moves*.
3. The belief still *exists*.
4. They *remained* silent.

48. Transitive verbs. When a verb is followed by a noun or a pronoun denoting the receiver of an action or the product of an action, it is called *transitive* or is said to be used *transitively*.

1. Father *mowed* the lawn.
2. The boys *built* a boat.

The substantive that denotes the receiver or the product of the action and at the same time completes the meaning of the verb is called the *direct object*.

1. Please raise the *window*.
2. She painted a *picture*.

The substantive that indicates the person or thing for whom or for which an action is performed is called the *indirect object*.

1. He lent *me* his dictionary.
2. We gave the *house* a coat of paint.

Some transitive verbs, such as *appoint*, *call*, *choose*, *elect*, *make*, and *name*, often take, in addition to a direct object, a second object, or an adjective modifying the object. A substantive or an adjective thus used to complete the meaning of the verb, and to denote the same person or thing as the direct

¹The modal, or finite, forms of a verb are those that require a subject in the nominative case and agree with the subject in person and in number. The non-modal forms of the verb (infinitives, participles, and gerunds) are dealt with in Chapter IX.

object, or to modify the direct object, is called a *predicate objective*, or *adjunct accusative*. (See section 28.)

- | | |
|--|---------------------------------------|
| 1. We elected Julia <i>secretary</i> . | 3. We called her <i>Aunt Mary</i> . |
| 2. I named my dog <i>Sancho</i> . | 4. The letter made him <i>angry</i> . |

49. Intransitive verbs. A verb that does not require a substantive denoting the receiver of the action or the product of the action to complete its meaning is called an *intransitive verb* or is said to be used *intransitively*.

- | | | |
|--------------------------|----------------------------|----------------------------|
| 1. The sun <i>rose</i> . | 2. They <i>have come</i> . | 3. He <i>is speaking</i> . |
|--------------------------|----------------------------|----------------------------|

50. Copulative, or linking, verbs. A verb that connects, or links, its subject with a substantive or an adjective in the predicate is called a *copulative*, or *linking, verb*. The substantive or adjective thus used to complete the meaning of the verb and to define or describe the subject is called a *predicate nominative* or a *predicate adjective*.

- | | |
|--|-----------------------------------|
| 1. Harold <i>is</i> my brother. | 4. I <i>feel well</i> today. |
| 2. Fred <i>became</i> a salesman. | 5. She <i>seems worried</i> . |
| 3. The venture <i>proved a failure</i> . | 6. The fruit <i>tastes sour</i> . |

The following verbs may be used as copulative, or linking, verbs: *be* (in its various forms), *seem*, *become*, *appear*, *prove*, *look*, *stand*, *remain*, *turn*, *grow*, *feel*, *taste*, *smell*, and *sound*.

Caution. Remember that a noun or a pronoun joined to the subject of a sentence by a copulative, or linking, verb must be in the *nominative* case, to agree with the subject.

51. Auxiliary verbs. A verb that helps in the formation of a verb phrase is called an *auxiliary verb*. The auxiliary verbs are *am* (*is*, *are*, *was*, *were*, etc.), *have* (*has*, *had*, etc.), *do* (*does*, *did*), *can* (*could*), *may* (*might*), *shall* (*should*), *will* (*would*), *must*, and *ought*.

- | | |
|------------------------------|--|
| 1. I <i>am</i> listening. | 3. <i>Have</i> you <i>been</i> notified yet? |
| 2. They <i>have</i> arrived. | 4. He <i>could</i> easily <i>have</i> helped us. |

In every verb phrase there must be a *principal verb*, which comes last in the verb phrase. Between the words of a verb phrase another word, or even a group of words, may be placed, as in sentences 3 and 4, above.

EXERCISE 36

In the following sentences point out the verb or verb phrase and tell whether it is transitive or intransitive:

1. The band of pioneers traveled hopefully onward.
2. The officer went back promptly to report.
3. They and their friends remained a week.
4. We were waiting patiently to be summoned.
5. Our guest laughed a merry laugh.
6. She hurriedly wrote a letter to her father.
7. He brought me the message early to relieve my mind.
8. Our family has lived here fifteen years.
9. Please hand that glass of water to me.
10. The group of children sang a gay little song.

EXERCISE 37

In the sentences contained in Test Exercises 7, 10, and 11, deal with each verb or verb phrase according to the following directions:

1. Point out each transitive verb or verb used transitively, and tell the case and construction of the substantive or substantives used to complete its meaning.
2. Point out each intransitive verb or verb used intransitively.
3. Point out each copulative, or linking, verb, and indicate the predicate nominative or predicate adjective that completes its meaning.
4. Point out in each verb phrase the principal verb and the auxiliary.

EXERCISE 38

Write, according to the directions given below, the following groups of sentences:

1. Three sentences containing transitive verbs. (Underscore each transitive verb and the substantive or substantives used to complete its meaning.)

2. Three sentences containing intransitive verbs. (Underscore each intransitive verb.)

3. Three sentences containing a copulative, or linking, verb joining two substantives. (Underscore each copulative verb and inclose the predicate nominative in marks of parenthesis.)

4. Three sentences containing a copulative verb joining a substantive and an adjective. (Underscore each copulative verb and inclose the predicate adjective in marks of parenthesis.)

5. Three sentences containing verb phrases. (Underscore each auxiliary verb once and each principal verb twice.)

52. Regular and irregular verbs. According to the manner in which they form their past tense and past participle, verbs are classified as regular or irregular.

A verb that forms its past tense and past participle by adding to the present *ed*, *d*, or *t* is called a *regular* verb.

work, worked, worked; love, loved, loved; mean, meant, meant

A verb that forms its past tense and past participle in any other way is called an *irregular* verb.

do, did, done; ring, rang, rung; eat, ate, eaten

EXERCISE 39

Make a list of ten regular verbs and ten irregular verbs. Use the past tense of each verb correctly in an oral or written sentence.

53. Principal parts of verbs. The principal parts of a verb are (1) the first person singular of the present tense indicative, (2) the first person singular of the past tense indicative, and (3) the past participle. From these three forms are derived all the other forms of the verb.

EXERCISE 40

Write the principal parts of the ten regular verbs and the ten irregular verbs that you listed in Exercise 39.

54. Principal parts of difficult verbs. Most errors in the use of verbs result from a confusion of the past tense indicative and the past participle. Examples: (1) I *seen* him *for* I *saw* him. (2) They have *took* it *for* They have *taken* it.

The best way to overcome such errors is to use each verb in three different sentences according to the following scheme:

Present tense: I go to school.

Past tense: I went to school yesterday.

Present perfect tense: I have gone to school nine years.

The scheme may be varied by using the first person plural, or the second or third person, singular or plural.

Present tense: She eats her breakfast.

Past tense: She ate her breakfast later than I did.

Present perfect tense: She has already eaten her breakfast.

The principal parts of the following difficult verbs, most of which are irregular, should be learned thoroughly:

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
am (be)	was	been	break	broke	broken
attack	attacked	attacked	bring	brought	brought
awake	awoke	awaked	burn	burned	burned
bear	bore	borne		burnt	burnt
		born	burst	burst	burst
beat	beat	beaten	catch	caught	caught
become	became	become	choose	chose	chosen
begin	began	begun	come	came	come
bend	bent	bent	creep	crept	crept
bid ¹	bade	bidden	deal	dealt	dealt
bid ²	bid	bid	dig	dug	dug
bite	bit	bitten	dive	dived	dived
bleed	bled	bled	do	did	done
blow	blew	blown	drag	dragged	dragged

¹ *Bid*, command.

² *Bid*, make an offer.

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
draw	drew	drawn	loose	loosed	loosed
dream	dreamed	dreamed	lose	lost	lost
	dreamt	dreamt	mean	meant	meant
drink	drank	drunk	pay	paid	paid
drive	drove	driven	plead	pleaded	pleaded
drown	drowned	drowned	prove	proved	proved
dwell	dwelt	dwelt	raise	raised	raised
eat	ate	eaten	read	read	read
fall	fell	fallen	rid	rid	rid
fight	fought	fought	ride	rode	ridden
flee	fled	fled	ring	rang	rung
flow	flowed	flowed	rise	rose	risen
fly	flew	flown	run	ran	run
forget	forgot	forgotten	say	said	said
freeze	froze	frozen	see	saw	seen
get	got	got	set	set	set
give	gave	given	shake	shook	shaken
go	went	gone	shine	shone	shone
grow	grew	grown	show	showed	shown
hang ¹	hung	hung	shrink	shrank	shrunk
hang ²	hanged	hanged	sing	sang	sung
hear	heard	heard	sink	sank	sunk
heat	heated	heated	sit	sat	sat
hide	hid	hidden	slay	slew	slain
hold	held	held	slide	slid	slid
hurt	hurt	hurt	slink	slunk	slunk
kneel	knelt	knelt	speak	spoke	spoken
know	knew	known	spend	spent	spent
lay	laid	laid	spit	spit	spit
lead	led	led		spat	spat
lend	lent	lent	spring	sprang	sprung
lie ³	lay	lain	steal	stole	stolen
lie ⁴	lied	lied	strike	struck	struck
light	lighted	lighted	strive	strove	striven
	lit	lit	swear	swore	sworn

¹ Hang, suspend.

² Hang, execute.

³ Lie, recline.

⁴ Lie, tell a falsehood.

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
sweep	swept	swept	wake	woke	waked
swim	swam	swum		waked	
take	took	taken	wear	wore	worn
teach	taught	taught	weave	wove	woven
tear	tore	torn	weep	wept	wept
throw	threw	thrown	wind	wound	wound
thrust	thrust	thrust	wring	wrung	wrung
tread	trod	trodden	write	wrote	written

EXERCISE 41

Study carefully the principal parts of the verbs given above. Using the scheme recommended in section 54, make short sentences with first, second, or third person subjects, singular or plural. Which verbs do you sometimes use incorrectly in the past tense and the perfect tenses? Check these and practice using them daily, until you have learned them.

55. Conjugation of verbs. The inflection of a verb is called its *conjugation*. Verbs are conjugated to show differences in *person, number, tense, and mood*. The distinction of *voice* is indicated by verb phrases to represent the passive.

In Appendix A will be found a complete conjugation of the irregular verbs *be, have, and see*, and a synopsis of the conjugation of the regular verb *help*. These should be used for frequent study until all the forms are mastered.

56. Agreement of the verb with its subject. A verb or a verb phrase must agree in person and number with its subject, not with its predicate nominative.

1. We *are* the class in commercial geography.
2. My greatest pleasure in life *is* outdoor sports.

The following special rules of agreement between the verb and its subject should be observed:

1. *Compound subject joined by and.* A compound subject joined by *and* usually requires a plural verb.

a. A magazine and a newspaper *were lying* on the table.

b. Edith and I *have* the same birthday.

NOTE. When the words of a compound subject joined by *and* denote the same person or thing, or together represent a single unit or idea, a singular verb is required.

1. The secretary and treasurer of the class *is* a girl.

2. Cereal and cream *is* my usual breakfast.

2. *Compound subject joined by or or nor.* A compound subject joined by *or* or *nor* requires a singular verb if each word in the subject is singular.

a. Either he or she *is* mistaken.

b. Neither my clock nor my watch *is running*.

NOTE. When the members of a compound subject joined by *or* or *nor* differ in person or number, the verb agrees with the nearer of the two subjects.

1. Either Janet or we *have made* a mistake.

2. *Does* she or I resemble grandmother more?

3. Neither Louis nor his parents *speak* English.

It is best, however, to avoid such constructions as these by expressing the thought thus:

1. Either Jane has made a mistake or we have.

2. Does she resemble grandmother more than I do?

3. Louis does not speak English, nor do his parents.

3. *Intervening words and expressions.* A word or a group of words introduced by such connectives as *with*, *besides*, *along with*, *together with*, *as well as*, *in company with*, *accompanied by*, *including*, *in addition to*, *no less than*, and separating the subject from the verb, does not affect the number of the subject.

a. The mother, as well as her two daughters, *is going* abroad.

b. Captain Sanford, with all his crew, *has been rescued*.

4. *Nouns plural in form but singular in meaning.* Nouns such as *economics, gallows, mathematics, measles, civics, mumps, physics, news, trumps*, though plural in form, are singular in meaning and when used as subjects require a singular verb.

- a. Mathematics *is* my hardest subject.
- b. Measles *has made* my eyes weak.

5. *Collective nouns.* When a collective noun, such as *audience, army, class, committee, company, family, flock, group, herd, jury, nation, school, team*, denotes a collection regarded as a *unit*, it requires a singular verb. When it refers to the persons or things included in the collection, it requires a plural verb.

- a. Our class *has elected* officers.
- b. His family *is spending* the winter in the South.
- c. The committee *were* not able to agree on all points.

6. *Indefinite nouns, pronouns, and adjectives.* Most indefinite nouns, pronouns, and adjectives, such as *each, every, another, any, one, either, neither, anyone, each one, everyone, someone, no one, anybody, everybody, somebody, a person, something*, are singular and require a singular verb and singular pronoun.

- a. Each of you *has earned his* promotion.
- b. *Has* everyone finished *his* assignment?
- c. Everybody *is* interested in *his* own affairs.
- d. A person *is* judged by *his* manners in public.

NOTE. *All, none, and some* may take either a singular or a plural verb, according to their meaning.

- | | |
|-----------------------------------|--------------------------------------|
| 1. All <i>has been</i> explained. | 4. None <i>were</i> absent. |
| 2. All <i>were</i> interested. | 5. Some of the soil <i>is</i> poor. |
| 3. None of it <i>was</i> lost. | 6. Some <i>have paid</i> their dues. |

7. *Nouns denoting quantity and amount.* Nouns such as *number, half, part, portion, and plenty* may take either a singular or a plural verb, according to their meaning.

- a. A number of students *have* recently *been* absent.

- b. The number of absences *has decreased* this week.
- c. Half the money *has been invested* in securities.
- d. A part of the family *have moved* away.

NOTE. Observe that *a number* (meaning *several*) requires a plural verb, whereas *the number* is singular.

8. *Relative pronoun used as subject.* When a relative pronoun is used as the subject of a verb, the verb must agree in person and number with the antecedent of the pronoun.

- a. I, who *am* your mother, deserve more respect.
- b. "The Three Musketeers" was one of the most interesting pictures that *have ever been shown* in our auditorium.

9. *Use of don't and was.* *Don't* (the contraction of *do not*) should not be used with a subject in the third person singular. Such expressions as *he don't, she don't, it don't, this don't, don't he? don't she? don't it? don't this? don't that?* are violations of agreement of subject and verb, and should be avoided.

- a. She doesn't (*not don't*) see us.
- b. That doesn't (*not don't*) seem right.
- c. Doesn't (*not don't*) he play a good game?
- d. Doesn't (*not don't*) that book interest you?

Was and *wasn't* should not be used with *you*, for even when the pronoun denotes only one person it requires the plural form of the verb.

- a. You were (*not was*) right in your estimate of the cost.
- b. Weren't (*not wasn't*) you glad to see your friends?

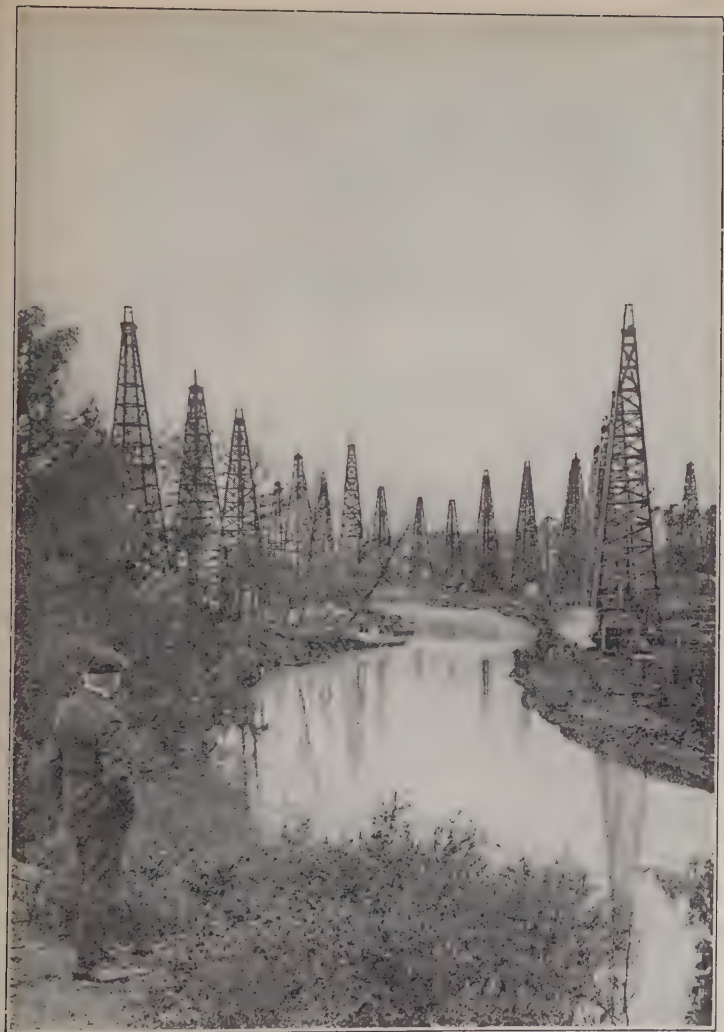
10. *Subjects following There is and There are.* *There is* (*was, has been*) should be used when the subject that follows is singular; *There are* (*were, have been*), when the subject that follows is plural.

- a. There is (*was*) no *light* in the house.
- b. There are (*were*) seven *eggs* in the nest.

EXERCISE 42

In the following sentences choose from the verbs in parentheses the right person and number form, and tell why the form chosen is correct:

1. Plenty of food (was, were) provided for the guests.
2. Everybody (were, was) invited to attend.
3. Your answer (don't, doesn't) convince us.
4. Neither my brother nor I (know, knows) the answer.
5. (Have, has) either of you seen my hat?
6. He was one of the last persons who (was, were) chosen.
7. There (is, are) twenty-five students in this room.
8. When (was, were) you told that you (were, was) elected?
9. Hunger, in addition to exposure, (have, has) weakened him.
10. A large number of titles (has, have) been submitted.
11. Measles (has, have) kept many students out of school recently.
12. Five years (seem, seems) a long time to the prisoner.
13. The cause of many failures (are, is) poor preparation.
14. Will you not help me, who (are, am) your best friend?
15. Thou (knoweth, knowest) that I am thy friend.
16. The end and aim of her existence (are, is) to be popular.
17. My sister, with her two guests, (has, have) arrived.
18. The number of correct answers (were, was) small.
19. Either you or he (have, has) told a lie.
20. (Wasn't, weren't) you a friend of my brother at college?
21. The jury (have, has) been dismissed.
22. "Tales of a Wayside Inn" (was, were) written by Longfellow.
23. Every one of you (has, have) my best wishes for success.
24. The Indian's bow and arrow (was, were) his chief weapon.
25. One fourth of my class (is, are) girls.
26. Hours of practice each day (has, have) made her proficient.
27. That kind of fruit (is, are) usually sour.
28. An old friend and neighbor of ours (are, is) visiting us.
29. What (was, were) you doing when I called you?
30. A number of persons (has, have) been asking for you.
31. A number (was, were) assigned to each contestant.
32. Thou (hath, hast) done thy work exceedingly well.
33. (Don't, doesn't) he know you (was, were) absent yesterday?
34. Some of the audience (have, has) already left the hall.



A TEXAS OIL FIELD

Photograph by Ewing Galloway

35. She is one of those persons who (are, is) always happy.
36. Both my watch and my clock (has, have) stopped.
37. Seventy-five dollars (are, is) the price of this coat.
38. There (goes, go) my brother with his two chums.
39. The most valuable of her possessions (are, is) this ring.
40. A block and tackle (are, is) a machine.

EXERCISE 43

Review the forty sentences in Test Exercises 14 and 18.

EXERCISE 44

Write the following:

1. Three declarative sentences in which you use *don't* and *doesn't* correctly.
2. Three interrogative sentences in which you use *don't* and *doesn't* correctly.
3. Three declarative sentences in which you use *you were*.
4. Three interrogative sentences in which you use *were you?*
5. Three declarative sentences in which you use *There is* (*was, has been*) and *There are* (*were, have been*).

57. Tense of verbs. Tense denotes the time of the action expressed by a verb. Distinctions in tense are indicated by inflection and by means of auxiliary verbs in verb phrases.

The *present* tense represents an action that occurs, or a condition that exists, at the present time.

- | | |
|----------------------|-----------------------|
| 1. I <i>see</i> him. | 2. He <i>is</i> here. |
|----------------------|-----------------------|

The *past* tense represents an action that occurred, or a condition that existed, at some past time.

- | | |
|----------------------|------------------------|
| 1. I <i>saw</i> him. | 2. He <i>was</i> here. |
|----------------------|------------------------|

The *future* tense represents an action that will occur, or a condition that will exist, at some future time.

- | | |
|----------------------------|---------------------------------|
| 1. I <i>shall see</i> him. | 2. He <i>will be</i> here soon. |
|----------------------------|---------------------------------|

(For the rules governing the use of *shall* and *will* see section 65.)

The *present perfect* tense represents an action that is complete, or a condition that has already come to pass, at the time of speaking or writing.

1. I *have seen* him.

2. He *has been* here already.

The *past perfect* tense represents an action that was completed, or a condition that had come to pass, at some time in the past.

1. I *had seen* him.

2. He *had been* there already.

The *future perfect* tense represents an action that will be completed, or a condition that will have come to pass, at some future time.

1. I *shall have seen* him.

2. He *will have been* there already.

EXERCISE 45

In the model conjugations given in Appendix A, study the six tenses of the verbs *be*, *have*, *see*, and *help* in the indicative mood, active voice.

58. Voice of verbs. Voice is that distinction in verbs that shows whether the subject acts or is acted upon. The *active* voice designates the subject as acting, whereas the *passive* voice indicates that the subject is acted upon.

1. The carpenter *built* the house. (Verb in the active voice)

2. The house *was built* by the carpenter. (Verb in the passive voice)

Only verbs used transitively have a passive voice.

EXERCISE 46

In the model conjugations given in Appendix A, study the six tenses of *see* and *help* in the indicative mood, passive voice. Notice that in every passive verb phrase *the subject is acted upon*.

59. Constructions with passive verbs. 1. *Sentences containing a direct object.* When a sentence containing a direct object is changed from the active to the passive, the object of the active verb becomes the subject of the passive verb, and the subject of the active verb is made the object of the preposition *by*. The prepositional phrase is an adverbial modifier of the predicate verb.

ACTIVE VOICE

- a. The coach saw him.
- b. Our mother loves us.
- c. He threw the ball.

PASSIVE VOICE

- a. He was seen by the coach.
- b. We are loved by our mother.
- c. The ball was thrown by him.

2. *Sentences containing a direct and an indirect object.* When a sentence containing a direct and an indirect object is changed from the active to the passive, one of the objects becomes the subject of the passive verb, and the other is retained in the predicate after the passive verb. The subject of the active verb, if expressed after the passive verb, is made the object of the preposition *by*.

ACTIVE VOICE

(Direct Object)

- a. John gave me this *book*.
- b. He promised them a *present*.

(Indirect Object)

- a. Helen told *us* a story.
- b. She lent *him* a pen.

PASSIVE VOICE

(Direct Retained Object)

- a. I was given this *book* by John.
- b. They were promised a *present*.

(Indirect Retained Object)

- a. A story was told *us* by Helen.
- b. A pen was lent *him*.

3. *Sentences containing a direct object and a predicate objective.* When a sentence containing a direct object and a predicate objective is changed from the active to the passive, the direct object becomes the subject of the passive verb, and the predicate objective becomes the predicate nominative. The subject of the active verb, if expressed after the passive verb, is made the object of the preposition *by*.

ACTIVE VOICE

(*Predicate Objective*)

PASSIVE VOICE

(*Predicate Nominative*)

- | | |
|--|---|
| <p>a. Mother named me <i>Anne</i>.
b. We elected him <i>secretary</i>.</p> | <p>a. I was named <i>Anne</i> by my mother.
b. He was elected <i>secretary</i>.</p> |
|--|---|

EXERCISE 47

Change each of the following sentences from the active to the passive voice, and explain all changes in construction that occur :

1. The servant met his master at the door.
2. They gave us the key to their summer camp.
3. The coach calls our team the "Rear Guard."
4. Our host assigned each guest a room.
5. The postman brought me two letters.
6. Many of our neighbors have recently bought new cars.
7. The senior class elected Margaret chairman.
8. The obliging nurse wrote my parents a letter.
9. Mr. Haynes and the owner signed the contract.
10. The city council awarded the brave fireman a medal.

EXERCISE 48

Write five original sentences containing transitive verbs in the active voice. Rewrite these sentences, using the same verbs in the passive voice. Notice what changes occur.

60. Mood of verbs. Mood indicates the manner in which a verb expresses action, being, or state. The mood of a verb is shown by its form, but more often by its use in the sentence. There are three moods: (1) the indicative, (2) the imperative, and (3) the subjunctive.

61. Indicative mood. The indicative mood is used chiefly in statements of fact, in statements regarded as facts, and in questions. The following examples will illustrate those and a few other uses :

1. *Statements of fact.* (1) I *saw* him. (2) They *are* not here.
2. *Questions.* (1) Where *are* you? (2) Who *called* me?

3. *Exclamations.* (1) How he *scolded* me! (2) What a night it *was*!
4. *Simple condition.* If she *invites* me, I will go.
5. *Concession.* Though she *laughs*, she is angry.
6. *Command.* You *will remain* for an hour after school.

EXERCISE 49

In the model conjugations given in Appendix A, study the six tenses of the indicative mood of the verbs *be*, *have*, *see*, and *help*.

62. Imperative mood. The imperative mood, which is limited to the second person of the present tense, is used to express the following:

1. *Command.* Go to the principal's office at once.
2. *Request.* Read us a story, please.
3. *Entreaty.* Let us *have* a holiday tomorrow.
4. *Consent.* Very well; *pay* me when your check comes.
5. *Condition.* Work harder, and you will be happier.

EXERCISE 50

In the model conjugations given in Appendix A, study the imperative mood of the verbs *be*, *have*, *see*, and *help*.

63. Subjunctive mood. The subjunctive mood, though less used than formerly, is still employed in the following constructions:

1. *To express a wish.* (1) O that I *were* at home! (2) God *bless* you! (3) Success (*be*) to you!
2. *To express a condition contrary to fact.* (1) I would help you if I *were* able (but I am not). (2) If I *were* you (but I am not), I should study more. (3) *Were* I your mother (but I am not), I would punish you.
3. *To express concession.* (1) Though he *abuse* me, I will not become angry. (2) *Do* what he may, I will never forgive him.

NOTE. The indicative is used in expressions of concession when the concession is stated as an admitted fact. Example: Although he *is* my brother, he does not resemble me.

4. *To express simple condition.* If he *were to ask* you, what should you say?

NOTE. More often a simple, or supposed, condition is expressed by the indicative. Example: If he *doubts* your statement, show him this letter.

5. *To express volition or command.* (1) I propose that he *be excused*. (2) Everybody *sign* the petition today. (3) Someone *bring* him a glass of water.

6. *In clauses introduced by as if and as though.* (1) She acted as if she *were offended*. (2) He greeted me as though I *were* a stranger.

EXERCISE 51

In the model conjugations given in Appendix A, study the subjunctive mood of the verbs *be*, *have*, *see*, and *help*. How many tenses has the subjunctive?

EXERCISE 52

In the following sentences point out the verbs, tell whether each verb is in the indicative, imperative, or subjunctive mood, and explain how it is used:

1. Our neighbor often gives my mother advice.
2. When will the other members of your party arrive?
3. If she sees us, she will demand an explanation.
4. If the report is true, your plans will most likely fail.
5. Though he smiles, his heart is sad.
6. Though he refuse my request, I will present it to him.
7. Henry ran as if he were going to a fire.
8. Let us act at all times like true sportsmen.
9. What a terrible accident that was!
10. We hope that this arrangement pleases you.
11. Ask the postman to forward my mail.
12. I wish that it were possible for me to grant your request.
13. If I were you, I would ask for an adjustment.
14. If anyone calls, ask him to wait for me.
15. Call Mr. Forbes and tell him that I am coming to the meeting.

16. Will you ask that man whom he wishes to see?
17. Everybody submit his story to the editor before Friday.
18. You will hold this package until the purchaser calls for it.
19. If this were Saturday, I could accompany you.
20. Think what you may, I intend to refuse your offer.
21. I move that the meeting adjourn.
22. If she were not my friend, I could ignore such conduct.
23. I understand your situation; take more time for the work.
24. Be more courteous, and you will have more friends.
25. She acted as if she had overheard what we said.

EXERCISE 53

Review Test Exercise 20. Then fill each blank in the following sentences with *was* or *were*, and explain why the indicative *was* or the subjunctive *were* is the right form of the verb to use:

1. Though I —— not to blame, I regretted the accident.
2. If she —— surprised, she did not let us know it.
3. If my father —— here, he would gladly help us.
4. Our new teacher talks as if he —— Solomon.
5. I would not believe the report if I —— you.
6. If that —— his excuse, he should not have been punished.
7. I wish that she —— more thoughtful of others.
8. —— I the coach, I would remove Stubbs from the team.
9. Even if the car —— mine, I would not risk driving it.
10. If I —— he, I would get a college education.

EXERCISE 54

To give a *synopsis* of a verb is to state the form for one person and number in all the tenses of the conjugation. With the aid of Appendix A, give a synopsis of each of the following verbs as indicated:

1. First person singular indicative and subjunctive of *be*.
2. Third person singular indicative and subjunctive of *have*.
3. First person plural indicative and subjunctive active of *see*.
4. First person plural indicative and subjunctive passive of *see*.
5. Third person singular indicative and subjunctive active of *help*.
6. Third person singular indicative and subjunctive passive of *help*.

EXERCISE 55

Give a synopsis of each of the following verbs as indicated:

1. First person singular indicative and subjunctive active of *break*.
2. Third person singular indicative and subjunctive active of *eat*.
3. First person plural indicative and subjunctive active of *drink*.
4. Third person plural indicative and subjunctive active of *write*.
5. First person singular indicative and subjunctive active of *speak*.
6. Third person singular indicative and subjunctive of *come*.
7. First person plural indicative and subjunctive of *go*.
8. Third person plural indicative and subjunctive passive of *know*.
9. First person singular indicative and subjunctive passive of *teach*.
10. Third person singular indicative and subjunctive passive of *take*.

EXERCISE 56

Conjugate the following verbs in the tense, mood, and voice indicated:

1. Future indicative active of *wear*.
2. Present perfect indicative active of *begin*.
3. Past perfect indicative active of *throw*.
4. Past indicative passive of *drag*.
5. Present perfect indicative passive of *attack*.
6. Present perfect indicative of *fall*.
7. Past perfect indicative of *fly*.
8. Past subjunctive active of *sing*.
9. Present subjunctive passive of *call*.
10. Present perfect indicative of *swim*.

64. Four kinds of verb phrases. The verb phrases used in the conjugation of verbs are of four kinds: (1) common, (2) progressive, (3) emphatic, and (4) potential.

1. *Common* verb phrases include all verb phrases thus far studied.

2. *Progressive* verb phrases are those that represent the action expressed by the verb as going on or continuing at a designated time. Progressive verb phrases are made by placing

before the present participle (the form ending in *-ing*) the proper tense form of the verb *be*. The following synopsis shows the tenses in which progressive verb phrases are used:

INDICATIVE

	ACTIVE	PASSIVE
<i>Present</i>	I am helping	I am being helped
<i>Past</i>	I was helping	I was being helped
<i>Future</i>	I shall be helping	
<i>Present perfect</i>	I have been helping	
<i>Past perfect</i>	I had been helping	
<i>Future perfect</i>	I shall have been helping	

SUBJUNCTIVE

<i>Past</i>	(If) I were helping	(If) I were being helped
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3. *Emphatic* verb phrases are those that serve to stress, or give additional force to, an assertion. Emphatic verb phrases are made by placing the auxiliary *do* or *did* before the present infinitive without *to*. The following synopsis shows the tenses in which emphatic forms are used:

<i>Present</i>	I do help	<i>Past</i>	I did help
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NOTE. *Do* and *did* in interrogative sentences and in negative statements are not used emphatically. Examples: (1) Do you see *them*? (2) I did not hear you.

4. *Potential* verb phrases are those used to express possibility or capability. Potential verb phrases are made by placing the auxiliary *may*, *might*, *can*, or *could* before the infinitive without *to*. The following synopsis shows the tenses in which potential verb phrases are used:

	ACTIVE	PASSIVE
<i>Present</i>	I may help	I may be helped
<i>Past</i>	I might help	I might be helped
<i>Present perfect</i>	I may have helped	I may have been helped
<i>Past perfect</i>	I might have helped	I might have been helped

May and *might* indicate permission, intention, or possibility. Examples: (1) You *may* go with us. (2) I *may* visit you this summer. (3) He *might* have told us.

Can and *could* denote ability. Examples: (1) I *can* drive a car. (2) *Can* you play tennis? (3) We *could* not find our dog.

NOTE. Verb phrases made up of *must* and the infinitive and *ought* and the infinitive with *to* are sometimes regarded as potential verb phrases. Such phrases denote necessity, duty, or obligation. Examples: (1) We *must secure* an umpire. (2) I *ought to remain* at home this evening.

Sometimes *must* expresses probability. Example: They *must have lost* their way.

(For the use of *should* and *would* in potential verb phrases see section 65, 5 and 7.)

EXERCISE 57

Conjugate the following verbs as indicated:

1. Present progressive of *run*.
2. Past emphatic of *study*.
3. Past potential of *go*. (Use *could*.)
4. Past perfect progressive of *write*.
5. Present perfect progressive of *talk*.
6. Past progressive passive of *tell*.
7. Present emphatic of *remember*.
8. Present potential passive of *invite*.
9. Future progressive of *travel*.
10. Present perfect progressive of *sing*.

EXERCISE 58

In the following sentences point out each verb phrase, tell whether it is common, progressive, emphatic, or potential, and give its voice, tense, person, and number:

1. I have recently read a good detective story.
2. Shall we reach camp before sunset?
3. May I borrow your dictionary for a moment?
4. The jury had returned its verdict after six hours.
5. I am looking for a fountain pen that I lost.

6. If it is returned, I can identify it.
7. We had not seen him for two years.
8. We have been swimming and diving in the lake.
9. The safe could not be opened until eight o'clock.
10. Everyone will have eaten dinner before we arrive.
11. The streets were crowded with thousands of spectators.
12. We shall be leaving camp before daylight in the morning.
13. The names of the pioneer settlers had been forgotten.
14. All the students are standing in line.
15. I am reminded of a story that was once told to me.

EXERCISE 59

In the following sentences fill each blank with *may* or *can*, *might* or *could*, and explain what each verb phrase expresses :

1. Ask your mother if you —— go home with me.
2. She says that I —— go with you.
3. —— you tell me where I —— find a garage ?
4. He —— speak both French and Spanish.
5. I said that he —— speak both French and Spanish.
6. When —— we hope to see you again ?
7. You —— have won the prize if you had studied more.
8. We —— hear every word that both of them said.
9. They —— not return from their trip for several days.
10. She —— write us that she —— not accept the offer.

65. Uses of *shall* and *will*, *should* and *would*. The following rules for the correct use of *shall* and *will*, *should* and *would* should be learned thoroughly :

1. *In statements expressing simple futurity.* To represent simple futurity, with no promise or the like on the part of the speaker, use *shall* or *should* in the first person and *will* or *would* in the second and third persons, both singular and plural.

SINGULAR

I shall (should)
 you will (would)
 he will (would)

PLURAL

we shall (should)
 you will (would)
 they will (would)

- a. I *shall* be fifteen years old in October.
- b. We *shall* be glad to meet your friends.
- c. You *will* be met at the train by my brother.
- d. They *will* return home tomorrow.
- e. He *would* go with you if he were here.

NOTE. *Will* may be used in the second and third persons to express a request or a courteous command.

- 1. You will report to me what the physician says.
- 2. He will call on Mr. Vance for further information.

2. *In statements expressing willingness, determination, resolution, desire, or promise.* To express willingness, determination, resolution, desire, or promise on the part of the speaker, use *will* or *would* in the first person and *shall* or *should* in the second and third persons, both singular and plural.

SINGULAR	PLURAL
I will (would)	we will (would)
you shall (should)	you shall (should)
he shall (should)	they shall (should)

- a. I *will* never consent to your playing football.
- b. We *will* take good care of all your pets.
- c. She *shall* do whatever you wish her to do.

3. *In direct questions.* a. If the subject is in the *first* person, always use *shall* or *should*.

- (1) *Shall* I be met at the train? (*Answer*: Yes, you *will* be met.)
- (2) *Shall* we win or lose the game? (*Answer*: We *shall* win it.)

b. If the subject is in the second or third person, use *shall* or *should* when *shall* or *should* is expected in the answer and *will* or *would* when *will* or *would* is expected in the answer. The answer will be a statement, and the auxiliary chosen will be governed by rules 1 and 2, above.

- (1) *Shall* you spend your vacation abroad? (*Answer*: I *shall* —.)
- (2) *Will* you lend me your book? (*Answer*: I *will* —.)

- (3) *Shall* she be penalized for her conduct? (*Answer: She shall —.*)
(4) *Should* you be surprised if he refused your request? (*Answer: I should — or I should not —.*)
(5) *Would* you keep a secret if I told you one? (*Answer: I would —.*)

4. Use of **would** to express a wish. *Would* is often used to express a wish. (See section 63, 1.)

- a. *Would* that we had gone with them!
- b. *Would* that he had not told us that story!

5. Use of **would** to express habitual, or customary, action.

- a. Every day we *would* see him pass our house.
- b. Once a year they *would* come to visit us.

6. Use of **shall** and **should** in provisional statements. *Shall* and *should* are used in all three persons in dependent clauses containing provisional statements.

- a. If we *should* hear from him, we will let you know.
- b. *Should* you hear from him, please let us know.
- c. A boy who *should* do such a thing would be punished.

7. Use of **should** for **ought**. Frequently *should* is used in all three persons as a synonym for *ought* to express obligation, duty, propriety, or expectation. (See potential verb phrases in section 64, 4.)

- a. I *should* prepare my lessons for tomorrow.
- b. You *should* pay closer attention during recitation.
- c. Our team *should* win the game next Saturday.

NOTE. Be careful to avoid using *should ought* and *had ought*. Use either *ought* or *should* followed by the infinitive of the principal verb.

EXERCISE 60

In each of the following sentences tell what idea is expressed by *shall* or *will*. In those sentences having *shall* or *will* inclosed in parentheses substitute this auxiliary and explain the change in the meaning of the sentence.

1. We shall miss the first act of the play, I fear.
2. Where shall I find Mr. Brackenridge?
3. You will find him in the president's office.
4. Shall (will) you be here when I return? I shall (will).
5. You will (shall) be paid for your services.
6. Only persons having tickets will (shall) be admitted.
7. Sir, you shall never regret this kind deed.
8. Each speaker will be allowed five minutes.
9. The audience will now sing "America."
10. You will come tomorrow promptly at eight o'clock.
11. Shall I be able to get an appointment this morning? You will
12. Shall the two boys be sent home? Yes, they shall.
13. Will (shall) your daughter study French? She will (shall).
14. Who shall I say wishes to see the principal?
15. Everyone will please pay close attention to this announcement.

EXERCISE 61

Supply *shall* or *will*, and tell why the auxiliary chosen is correct :

1. We —— not need our overshoes this morning.
2. You —— have a holiday next Tuesday.
3. I —— drown, for no one —— rescue me.
4. James —— return your book next Monday.
5. You —— now please close your books.
6. We —— move into our new home the last of this month.
7. Father and mother —— accompany us to camp.
8. If you —— lend me the money, I —— repay you.
9. I —— be glad to lend you all you need.
10. I —— gladly lend you all you need.
11. If you can come to see us, we —— send for you.
12. I fear that I —— not pass my examinations.
13. You —— some day find that I am telling you the truth.
14. You —— not visit in her home again.
15. Interest on the loan —— be paid semiannually.
16. The audience —— please remain seated.
17. When the speaker has finished, you —— be dismissed.
18. The train —— arrive within the next ten minutes.
19. If you —— do the work, you —— be compensated.
20. If you —— tell me the secret, I —— tell no one.

EXERCISE 62

In the following questions fill the blanks with *shall* or *will*, and explain why the auxiliary chosen is correct. Answer each question, using *shall* or *will* correctly.

1. — you attend the reception ?
2. — John deliver this package for me ?
3. — someone please close the door ?
4. — you forgive me if I tell you ?
5. — you please give me a recommendation ?
6. — you give him a recommendation ?
7. — such an insult be ignored ?
8. — you be at home tonight ?
9. — you promise that you — tell no one ?
10. — the game be postponed on account of the rain ?

EXERCISE 63

Explain the use of *should* and *would* in the following sentences :

1. Should I offer to pay for repairing the car ?
2. In the evening we would sing around the campfire.
3. My chum said that she would meet me at the station.
4. Should I need your help, I will call on you.
5. Would that we had never set out on such an adventure !
6. Then I asked him what I should do next.
7. Should you prefer a single or a double room ?
8. Would you serve if you were elected ?
9. We feared that the failure would discourage him.
10. If all goes well, we should arrive Monday evening.
11. What answer should I have given them ?
12. Catherine said that we should be late.
13. I should be delighted to accept the offer if I could.
14. We should be careful about what we do and say.
15. Kenneth asked me whether I would nominate him.

EXERCISE 64

In the following sentences fill the blanks with *should* or *would*, and explain why the auxiliary chosen is correct :

1. I —— attend the reception if I could.
2. —— this letter be put away in the filing cabinet?
3. We told him that we —— fill the order at once.
4. —— that I knew they were safe!
5. Every time that I met him he —— smile knowingly.
6. The patient —— have been taken to the hospital yesterday.
7. If it —— rain, the game —— be played indoors.
8. I wish that she —— tell us our grades.
9. —— you need anything, call me.
10. —— you be angry if I —— refuse your request?

66. Cautions in the use of verbs. The most serious errors made in the use of verbs are summarized below.

1. *Person and number agreement of verb with subject.* Remember that the verb form used must agree in person and number with the subject. (See section 56.)

RIGHT

- a. I *say* nothing to him.
- b. I *am* not going.
- c. *Were* you at the game?
- d. She *doesn't* remember me.
- e. *Doesn't* she look well?

WRONG

- a. I *says* nothing to him.
- b. I *aren't* going.
- c. *Was* you at the game?
- d. She *don't* remember me.
- e. *Don't* she look well?

2. *Misuse of the verb be.* The verb *be* cannot be used as a transitive verb; hence it cannot take an object. The noun or pronoun used to complete the meaning of all the modal, or finite, forms of the verb *be* must be in the nominative case. (See sections 27, 2; 34, 2; and 50.)

RIGHT

- a. I am *he*.
- b. Was that *she*?
- c. We knew it was *they*.
- d. *Who* do you think it was?

WRONG

- a. I am *him*.
- b. Was that *her*?
- c. We knew it was *them*.
- d. *Whom* do you think it was?

3. *Confusion of tense forms.* Avoid using (1) the present tense for the past, (2) the past participle for the past tense, or (3) the past tense for the past participle. Learn accurately the

principal parts of verbs, and then practice making sentences in which you use the past tense and the present perfect tense of all difficult verbs.

RIGHT

- a. She *gave* us a surprise.
- b. All *began* laughing.
- c. They *did* their best.

WRONG

- a. She *give* us a surprise.
- b. All *begun* laughing.
- c. They *done* their best.

4. *Confusion of mood forms.* Master the tense forms of the subjunctive mood, and learn when the subjunctive mood should be used instead of the indicative. Give close attention to the subjunctive of the verb *be*.

RIGHT

- a. I wish I *were* at home.
- b. If I *were* you, I would remain in school.
- c. She looks as if she *were* ill.

WRONG

- a. I wish I *was* at home.
- b. If I *was* you, I would remain in school.
- c. She looks as if she *was* ill.

5. *Confusion of auxiliary verbs.* Remember that *may* and *might* are used to ask for or grant permission, to denote possibility or intention, and to express a wish. *Can* and *could* indicate power or capability. (For the uses of *shall* and *will*, *should* and *would*, see section 65.)

RIGHT

- a. *May* I be excused?
- b. *Might* we speak with you?
- c. We *shall* probably be late.
- d. *Shall* you need your pen?

WRONG

- a. *Can* I be excused?
- b. *Could* we speak with you?
- c. We *will* probably be late.
- d. *Will* you need your pen?

6. *Verbs often confused.* The following six pairs of verbs are so frequently confused that they demand special attention:

- a. *lie* and *lay*
- b. *sit* and *set*

- c. *rise* and *raise*
- d. *fly* and *flow*

- e. *lose* and *loose*
- f. *learn* and *teach*

Lie, sit, rise, and flow are always intransitive.

Fly may be used intransitively or transitively.

Lay, set, raise, lose, loose, learn, and teach are transitive.

NOTE. *Set* is used intransitively in such idiomatic sentences as "The sun sets," "The sun has set," and "The hunters set out."

Learn takes as an object a substantive, expressed or implied, denoting a *thing*, never a person. *Teach* may take two objects, one (indirect) denoting a person, the other (direct) denoting a thing.

a. I learn my lessons.

b. Mother teaches *Anne* her lessons.

The principal parts of the following troublesome verbs should be memorized, and each verb should be mastered through frequent practice in using it correctly in everyday oral sentences:

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
lie	lay	lain	fly	flew	flown
lay	laid	laid	flow	flowed	flowed
sit	sat	sat	lose	lost	lost
set	set	set	loose	loosed	loosed
rise	rose	risen	learn	learned	learned
raise	raised	raised	teach	taught	taught

7. *Illiterate verb formations.* Avoid at all times using the following illiterate verb formations, which are called vulgarisms:

ain't	for	am not, are not, aren't, is not, or isn't, haven't, etc.	clum	for	climbed
attackted	for	attacked	could of	for	could have
blowed	for	blew	creeped	for	crept
borned	for	born	dove	for	dived
brung	for	brought	drawed	for	drew
bursted	for	burst	drownded	for	drowned
busted	for	burst	drug	for	dragged
catched	for	caught	enthuse	for	be enthusiastic
			growed	for	grew
			had ought	for	ought

hain't	<i>for</i>	am not, have not	suspicion	<i>for</i>	suspect
have got	<i>for</i>	have	tored	<i>for</i>	tore
helt	<i>for</i>	held	'twan't	<i>for</i>	it was not, it wasn't
hurted	<i>for</i>	hurt	wan't	<i>for</i>	was not, wasn't
knowed	<i>for</i>	knew	would of	<i>for</i>	would have
lended	<i>for</i>	lent	swimmed	<i>for</i>	swam
might of	<i>for</i>	might have	'tain't	<i>for</i>	it is not, it isn't
must of	<i>for</i>	must have	tached	<i>for</i>	taught
seed	<i>for</i>	saw	throwed	<i>for</i>	threw
slayed	<i>for</i>	slew			
stoled	<i>for</i>	stole			

EXERCISE 65

Insert in the blanks in the following sentences pronouns that will make sense and that are in the correct case :

1. I am sure that girl was —.
2. Can you guess — I am ?
3. Please tell us — you are.
4. Are you sure that is — ?
5. It may have been —.
6. Neither believed it was —.
7. — could that be ?
8. Do you suppose that is — ?
9. This is — and that is —.
10. Could the lucky one be — ?
11. Are the fortunate ones — ?
12. In the boat were Bob and —.

EXERCISE 66

Use each of the following verbs correctly in two oral or written sentences having subjects in the first person or the third person. In the first sentence use the past tense ; in the second use the present perfect or the past perfect tense.

MODEL { 1. I *threw* a stone into the lake.
2. The pitcher *has thrown* the ball.

begin	drag	fly	ring	swim
blow	drink	freeze	run	take
break	drive	go	see	tear
come	eat	know	sing	wear
do	fall	ride	speak	write



Ewing Galloway

FISHING BOATS AT GLOUCESTER, MASSACHUSETTS

EXERCISE 67

In each of the following sentences use correctly *lay* or *lie* in the tense indicated :

1. Everyone — (past) the blame on the committee.
2. The invalid — (present perfect) in bed for ten years.
3. My dog — (past) before the fire on the rug.
4. We — (past) all our plans before the principal.
5. Mother — (past perfect) out my clothes for me.
6. Mother — (past perfect) down to rest.
7. Now an excellent road — (past) before us.
8. Saturday morning I — (future) in bed until nine o'clock.
9. On all sides of my home — (present) green meadows.
10. The snow — (present perfect) on the ground for two months.

EXERCISE 68

In each of the following sentences use correctly *set* or *sit* in the tense indicated :

1. I — (present perfect) in this seat before.
2. After we — (past perfect) down, she — (past) before us an excellent meal.
3. Often they — (future) for hours without speaking.
4. Do you know the boy who — (present) behind me?
5. She — (past) up all night, for she — (past perfect) her mind on solving all the problems.
6. We — (future) in rear seats at the theater.
7. The sun — (past perfect) before they — (past) out.
8. She — (past) the room in order before she — (past) down.
9. Mother — (present perfect) my bantam hen.
10. She — (past) the child in his chair, and there he — (present perfect) ever since.

EXERCISE 69

In each of the following sentences use correctly *raise* or *rise* in the tense indicated :

1. The price of food — (present perfect) rapidly.
2. All the farmers — (present perfect) good crops this year.

3. By ten o'clock the fog — (past perfect).
4. After the sun — (past perfect), he — (past) the window.
5. The price — (future, passive) next month.
6. Since morning the water — (past perfect) three feet.
7. When the bread — (present perfect), place it in the oven.
8. As she approached me, I — (past) and — (past) my hat.
9. The dust that — (past perfect, passive) by the cavalry slowly settled.
10. Since less cotton — (present perfect, passive), the price — (present perfect) steadily.

EXERCISE 70

In each of the following sentences use correctly *learn* or *teach* in the tense indicated:

1. I — (present perfect, passive) by many teachers, but I — (present perfect) very little.
2. That experience — (past) Carter a lesson.
3. We — (present perfect) what you — (past) us.
4. She — (future) you how to improve your posture.
5. James — (past, passive) to obey promptly.

EXERCISE 71

In the following sentences correct all errors in the tense and mood of verbs:

1. During the night someone had broke into the garage and stole his car.
2. If I was he, I would report the theft at once.
3. Before we had drove a mile, the car begun to give us trouble.
4. Suddenly he give a yell and ran out of the house.
5. I wish that I was as lucky as you are.
6. After we had ate our lunch, we sung several school songs.
7. When they saw the policeman, they all become frightened.
8. After we waited two hours, the train arrived.
9. All of us had wore our old clothes.
10. If he was reliable, he would be able to secure a good job.
11. After we had rode for two hours, we come to the camp.
12. I have shook the rug and done what you told me to do.

13. The bell rung before I had finished reciting.
14. She had not wrote us that she was coming.
15. Would that the good news was true!
16. When he said that, I ask him who had told him.
17. We seen at once that several pipes had froze.
18. We could see that we had took them all by surprise.
19. After he told his story, he became silent.
20. If I was you, I would not attend school today.

EXERCISE 72

Correct all errors in the following sentences :

- Max
Annot*
1. Could I borrow your fountain pen for a moment ?
 2. None of my teachers have ever learned me anything.
 3. She told us we must of been mistaken.
 4. He had fell off the horse and had been drug across the lot.
 5. One of the boys was drowned, but the others swum ashore.
 6. When they seen us, they suspected something was wrong.
 7. There is several questions I want to ask you.
 8. Was you scared when the storm blowed your house away ?
 9. The Indians attackted the little settlement in the night.
 10. Measles have kept my two younger brothers at home.
 11. Miss Robinson is one of the best teachers who has taught in our school.
 12. Don't the smell of that food make you hungry ?
 13. We will very likely have rain before night.
 14. How I wish that such an opportunity was mine!
 15. Father had often told me that I hadn't ought to take such risks.
 16. My father and mother shall be gone for ten days.
 17. I think you was certainly brave not to give up hope.
 18. Can I ask Julia what the assignment in civics is ?
 19. The telephone rung just after I had laid down to rest.
 20. When I first see you, I thought you was him.
 21. We could not imagine whom could have told them.
 22. All the girls enthused over the picture he had drawed.
 23. If you had spoke sooner, I could of helped you.
 24. I asked him where his brother and sister had went.
 25. He had tore his coat when he had raised up.

CHAPTER V

ADJECTIVES AND ADVERBS

ADJECTIVES

67. Kinds of adjectives. An adjective is a word used to modify a substantive, which it describes or limits. Adjectives are of two principal kinds: (1) descriptive and (2) limiting.

1. *Descriptive adjectives.* Descriptive adjectives, which may be either proper or common, denote a quality or a condition of a person, place, or thing. Most adjectives are descriptive.

a. The *American* people

d. A *green* lawn

b. A *French* soldier

e. A *beautiful* woman

c. A *Spanish* mission

f. An *expert* player

Most participles may be used as common descriptive adjectives.

a *swollen* stream, the *falling* snow, a *discarded* suit

2. *Limiting adjectives.* Limiting adjectives may be grouped in the following classes:

a. *Pronominal* adjectives are pronouns or special case forms of pronouns used as adjectives. Examples: *my, our, your, her, their, one's, this, those, all, both, any, each, few, many, several, some, which, whose.*

b. *Numeral* adjectives denote number or numerical order. Examples: *one, two, three, first, second, third, single, double, tenfold.*

c. The *articles* include the indefinite articles *a* and *an*, and the definite article *the*. *An* is used before words beginning with a vowel or a vowel sound, and *a* is used before other words. *The* is not restricted in its use.

an orange, *an* honest boy, *a* host, *a* wish, *the* egg, *the* man

EXERCISE 73

In the following sentences point out all adjectives and tell what word or words each modifies :

1. I spend each summer on a large farm.
2. This long letter was written on the eighth day of March.
3. Will every student please bring with him the exact change?
4. Several Mexican families had to flee from their homes.
5. That kind of person has not a single excuse for such actions.
6. In what country were your two brothers born?
7. A genial old man sitting in a broken chair greeted us.
8. Many people find much enjoyment in books of this kind.
9. In whose home was the distinguished visitor entertained?
10. Our Canadian guide spoke three languages.

68. Comparison of adjectives. The inflection of an adjective is called its *comparison*. There are three degrees of comparison: the positive, the comparative, and the superlative.

Adjectives are compared in the following ways:

1. Most adjectives of one syllable and some adjectives of two syllables are compared by adding to the positive the ending *er* to form the comparative and *est* to form the superlative.

kind kinder kindest merry merrier merriest

2. Adjectives of more than two syllables and others that would be difficult to pronounce with the endings *er* and *est* are compared by using the adverb *more* to form the comparative and the adverb *most* to form the superlative.

abundant more abundant most abundant

3. Adjectives such as the following are irregularly compared.

POSITIVE	COMPARATIVE	SUPERLATIVE
bad, evil, ill	worse	worst
far	farther	farthest
good, well	better	best
late	later, latter	latest, last

POSITIVE	COMPARATIVE	SUPERLATIVE
little	less, lesser	least
many, much	more	most
near, high	nearer	nearest, next
old	older, elder	oldest, eldest

4. A few superlatives end in *most*. These adjectives are usually derived from adverbs, and often the positive or the comparative degree is lacking.

top	—	topmost
(forth)	further	furthest
		furthermost
—	former	foremost
		first

A few adjectives, because of their meaning, do not admit of comparison. Some of these are *complete, round, square, level, perfect, unique, faultless, absolute, immaculate, correct, supreme, unanimous*.

EXERCISE 74

Review Test Exercise 7.

69. Uses of adjectives. According to their position and use, adjectives may modify substantives in three ways: (1) attributively, (2) appositively, and (3) predicatively.

1. An adjective that immediately precedes a substantive, or, if it follows it, adheres closely to it, is said to modify the substantive *attributively*.

- a. The *small* child has *blue* eyes. b. He is the aviator *supreme*.

2. An adjective that follows its substantive and, like a non-essential appositive noun, is set off by commas, is said to modify the substantive *appositively*.

A chair, *large and inviting*, stood before the fire.

3. An adjective that completes the predicate verb and at the same time modifies a substantive is said to be used *predicatively*.

If an adjective that completes the meaning of the predicate verb modifies the subject, it is called a *predicate adjective*. (See section 50 for the list of verbs that may be followed by a predicate adjective.)

The house was *comfortable* and *attractive*.

If an adjective standing in the predicate and completing the meaning of such verbs as *make, call, paint, iron, scrub, wash, sweep, boil, plane, burn, leave* modifies the direct object of the predicate verb, the adjective is called a *predicate objective* or an *adjunct accusative*.

a. I call such conduct *rude*.

c. He painted his house *white*.

b. The news made him *angry*.

d. She swept the floor *clean*.

When the verb in a sentence containing a predicate objective is changed to the passive voice, the predicate objective becomes a predicate adjective after the passive verb.

a. Such conduct is called *rude*.

c. The house was painted *white*.

b. He was made *angry* by the

d. The floor was swept *clean*.

news.

EXERCISE 75

In the following sentences point out each adjective, tell what word or words it modifies, and state whether it is used attributively, appositively, or predicatively. If the adjective is a predicate objective, make it a predicate adjective by changing the verb of the sentence to the passive voice.

1. This large red apple tastes sweet.
2. After two days they became well acquainted.
3. The inexperienced cook burned the toast black.
4. His greeting, cordial as always, made me feel better.
5. After a few seconds the assembly hall became silent.
6. Her small son seemed more eager to go than she did.
7. The tight shoes made her feet uncomfortable.

8. The suit was an old one, ragged and dirty.
9. She had been left alone in the rambling old house.
10. She washed the linen clean and ironed it smooth.
11. The faithful physician became ill and rapidly grew worse.
12. This frightful experience made us ready to leave the place.
13. Both children looked well and seemed happy.
14. The return of her elder brother was a great surprise to her.
15. A straight line is the shortest distance between two points.

EXERCISE 76

In Test Exercise 45 point out all adjectives, tell what word or words each modifies, and state whether it is used attributively, appositively, or predicatively.

EXERCISE 77

Write the following groups of sentences and underscore each adjective that you use:

1. Three sentences containing adjectives used attributively.
2. Three sentences containing adjectives used appositively.
3. Three sentences containing predicate adjectives.
4. Three sentences containing adjectives used as predicate objectives.

ADVERBS

70. Kinds of adverbs. An adverb is a word used to modify a verb, an adjective, or another adverb. Adverbs are of the following kinds: (1) simple, (2) interrogative, and (3) relative, or conjunctive, adverbs.

1. *Simple adverbs.* Examples: *then, now, soon, again, often, here, there, slowly, thus, likewise, almost, somewhat, hardly, once, twice, last, finally, consequently, yet, still.*

There, when used unemphatically to introduce a sentence in which the subject follows the predicate verb, is called an *expletive*. (See section 56, 10.)

a. *There* was no one at home.

b. *There* are six students absent.

2. *Interrogative adverbs.* An interrogative adverb may introduce either a direct or an indirect question. The six interrogative adverbs are *how*, *when*, *where*, *whence*, *whither*, and *why*.

DIRECT QUESTION

- a. *How* did you enter?
b. *Why* did you come?

INDIRECT QUESTION

- a. He asked me *how* I had entered.
b. She asked me *why* I had come.

3. *Relative, or conjunctive, adverbs.* Relative, or conjunctive, adverbs are used to introduce adjective and adverbial clauses. The principal relative adverbs are *after*, *before*, *as*, *how*, *when*, *where*, *why*, *while*, *whenever*, *wherever*, *since*, *until*, *till*, *whence*. Most relative adverbs may be used as subordinating conjunctions to introduce subordinate clauses. (See words introducing adjective and adverbial clauses, in sections 116 and 117.)

- a. This is the house *where* she lives. (Introducing an adjective clause)
b. Call us *when* you are ready. (Introducing an adverbial clause)

71. Comparison of adverbs. The inflection of adverbs is called *comparison*. Adverbs, like adjectives, have three degrees of comparison: the positive, the comparative, and the superlative. Adverbs are compared in the following ways:

1. Some adverbs are compared by means of the endings *er* and *est*.

near nearer nearest early earlier earliest

2. Most adverbs are compared by means of *more* and *most*.

clearly more clearly most clearly

3. A few adverbs, such as *often*, *friendly*, *kindly*, and *seemly* may be compared in both ways given above.

often oftener oftenest
more often most often

4 Several adverbs are irregularly compared.

POSITIVE	COMPARATIVE	SUPERLATIVE
far, forth	farther, further	farthest, furthest
ill, badly	worse	worst
late	later	latest, last
little	less	least
much	more	most
near, nigh	nearer	nearest, next
well	better	best

Several adverbs, because of their meaning, do not admit of comparison. Some of these are *perfectly*, *absolutely*, *uniquely*, *eternally*, *squarely*, *inexorably*, *first*, *singly*, *twice*, *immediately*, *forward*, *hence*, *indeed*, *somewhat*, *nearly*, *entirely*.

EXERCISE 78

From the following list of words select fifteen. Use each word correctly in a sentence. Tell whether the word chosen is used as an adjective or an adverb.

angrily	early	frequently	many	rapid	somewhat
boldly	easily	good	mortally	real	sure
chilly	falsely	hopeful	near	really	surely
deadly	fast	ill	nearly	rich	truly
delicate	fortunate	late	proper	some	wealthy

72. Uses of adverbs. As stated in the definition, adverbs may modify verbs, adjectives, and other adverbs.

1. *Modifying a verb.* (1) She came *quickly*. (2) We saw him *twice*. (3) They visited us *often*.

2. *Modifying an adjective.* (1) He seemed *entirely* exhausted. (2) They were *sincerely* grateful.

3. *Modifying another adverb.* (1) I arrived *too* late. (2) He writes *surprisingly* well.

EXERCISE 79

Review Test Exercise 8. Then write ten original sentences in each of which you use an adverb.

CAUTIONS IN THE USE OF ADJECTIVES AND ADVERBS

73. Number agreement of *this* and *that*. Always use the singular demonstrative adjectives *this* and *that* (never the plural *these* and *those*) with such singular nouns as *kind*, *sort*, *species*, and *style*.

Right: I enjoy *this* kind of weather.

Right: Is *that* sort of paper expensive?

Right: *This* species of bird is very rare.

Do not use the article *a* or *an* after *kind of*, *sort of*, *species of*, or *style of*.

Right: That style of hat is not very becoming.

Wrong: That style of a hat is not very becoming.

NOTE 1. Do not use *this here*, *these here*, *that there*, and *those there* when you mean simply *this*, *these*, *that*, *those*.

This (*not this here*) book is mine. That (*not that there*) car is sold.

NOTE 2. Never use the personal pronoun *them* for the demonstrative *those*.

Those (*not them*) are mine. Those (*not them*) books are mine.

74. Expressions of comparison. 1. *Use of comparative degree.* In comparing two persons, places, or things, use the comparative, *not* the superlative, degree of the adjective or the adverb.

Right: Father is the older of my parents.

Wrong: Father is the oldest of my parents.

Right: Of the twins, everyone likes Charles better.

Wrong: Of the twins, everyone likes Charles best.

2. *Use of other or else.* In comparing a person, place, or thing with the rest of its class, use *other* or *else*, as the meaning requires, with the comparative degree of the adjective or adverb in order to exclude from the class the person, place, or thing compared.

Right: Father is taller than any other member of our family.

Wrong: Father is taller than any member of our family.

Right: Dr. Lane has a larger practice than anyone else in his profession.

Wrong: Dr. Lane has a larger practice than anyone in his profession.

3. Use of *as* and *than* in comparisons. Do not confuse *as* and *than* in expressions of comparison.

Right: Elsie is as tall as Marion, if not taller than she.

Wrong: Elsie is as tall if not taller than Marion.

Right: Frank is brighter than Henry, but not so reliable.

Wrong: Frank is brighter but not so reliable as Henry.

Always state the comparison fully before adding the qualifying expression. Use *so* instead of *as* after a negative, such as *not*.

4. Use of *all* with the superlative degree. With the superlative degree of an adjective or an adverb comparing a person, place, or thing with the rest of its class, use *all*, if necessary, but not *any*, to indicate the entire class of which the person, place, or thing is an individual member or part.

Right: Tom is the strongest of all the boys in school.

Better: Tom is the strongest boy in school.

Wrong: Tom is the strongest of any of the boys in school.

Right: She plays best of all the girls in the orchestra.

Wrong: She plays best of any of the girls in the orchestra.

EXERCISE 80

Review Test Exercise 21. Then write ten sentences in which you use correctly the comparative and the superlative degrees of adjectives and adverbs.

75. Adjectives and adverbs not to be confused in use. 1. *An adjective not to be used as an adverb.* Avoid trying to make an adjective perform the function of an adverb. Do not use *sure* for *surely*, *real* for *really* or *very*, *mighty* for *very*, *awful* for *very*, or *some* for *somewhat*.

RIGHT

- a. The car started too *suddenly*.
- b. I was *surely* glad to see him.
- c. We see them *very* often.
- d. I was *very* sick.
- e. Today I feel *somewhat* better.

WRONG

- a. The car started too sudden.
- b. I was sure glad to see him.
- c. We see them real often.
- d. I was mighty sick.
- e. Today I feel some better.

2. *Predicate adjective or adverb.* a. Copulative, or linking, verbs, such as *be*, *seem*, *appear*, *become*, *prove*, *grow*, *remain*, *feel*, *taste*, and *smell*, are usually followed by an adjective. Remember that a predicate adjective denotes the condition or quality of the subject.

- | | |
|------------------------------|---------------------------------|
| (1) That boy is trustworthy. | (5) Each remained obstinate. |
| (2) Eleanor seems happy. | (6) I feel ill (sick, well). |
| (3) Mother appeared anxious. | (7) This food tastes good. |
| (4) The rumor proved false. | (8) The flower smells fragrant. |

b. After such verbs as *look*, *sound*, *stand*, and *turn*, a predicate adjective denotes the quality or condition of the subject, whereas an adverb denotes the manner of the action expressed by the verb.

PREDICATE ADJECTIVE

- (1) She looked uneasy.
- (2) His voice sounded hoarse.
- (3) He stood upright.
- (4) The girl turned pale.

ADVERB

- (1) She looked uneasily at him.
- (2) His voice sounded well.
- (3) He stood courageously.
- (4) The girl turned unsteadily.

3. *Illiterate formations.* The following words and expressions, used by careless and uneducated persons, should be avoided:

anywheres	<i>for</i>	anywhere	nowhere near	<i>for</i>	not nearly
any place	<i>for</i>	anywhere	firstly	<i>for</i>	first
somewheres	<i>for</i>	somewhere	illy	<i>for</i>	ill
some place	<i>for</i>	somewhere	muchly	<i>for</i>	much
nowheres	<i>for</i>	nowhere	overly	<i>for</i>	over, very
no place	<i>for</i>	nowhere	thusly	<i>for</i>	thus

EXERCISE 81

Review carefully Test Exercises 9 and 22. Then write sentences in which you use correctly either an adjective or an adverb after the following verbs:

appear	feel	look	prove	seem
call	hold	make	remain	taste
cook	leave	plane	scrub	wash

76. Double negatives. Avoid using in the same sentence two or more negative words unless they are coördinate. Do not use *hardly*, *scarcely*, *only*, *but* (= only), *neither*, *never*, *no one*, *nobody*, *nothing*, *no*, and *none*, with the negative adverb *not*. Guard against using such double negative expressions as *can't hardly*, *couldn't scarcely*, *hadn't only*, *cannot help but*, etc. Say instead *can hardly*, *could scarcely*, *had only*, *cannot help*, etc.

RIGHT

1. I had seen her but once.
2. He didn't know any better.
3. We had none at all.
4. Neither had seen him.
5. I had heard no one.

WRONG

1. I hadn't seen her but once.
2. He didn't know no better.
3. We never had none at all.
4. Neither hadn't seen him.
5. I hadn't heard no one.

EXERCISE 82

Choose the correct word from those in parentheses and give the reason for your choice:

1. Next morning when I awoke I was feeling (good, well).
2. The room looked (beautifully, beautiful) by firelight.
3. You should come more (prompt, promptly) when I call you.
4. Do you know them (real, very) well?
5. She speaks French (slow, slowly).
6. Did you sleep (good, well) last night?
7. Will you please mail this letter for me? (Sure, surely)
8. The apple blossoms smell (sweetly, sweet).
9. Which is the (best, better) student, Grace or Alice?

10. We found the lecture hall (easy, easily).
11. You should always try to speak (distinctly, distinct).
12. Which is the (stronger, strongest) of the three boys?
13. The floor has been swept (clean'y, clean).
14. I have looked (everywhere, everywhere's) for my hat.
15. What (kind of, kind of a) car is that?

EXERCISE 83

In the following sentences point out, explain, and correct all errors in the use of adjectives and adverbs:

1. Our street is cleaner than any in town.
2. He was always most immaculately dressed.
3. Do you find these sort of days depressing?
4. The tallest of the two boys is a sophomore.
5. Their car is as new, if not newer, than ours.
6. We were sure sorry that you could not come.
7. He speaks more rapidly but not so distinctly as you.
8. We buy those kind of flowers real often.
9. She was so weak that she couldn't hardly stand alone.
10. No city in the United States is so large as New York.
11. George was most unanimously elected president.
12. Miss Deering seemed muchly amused about something
13. She is the oldest of all her sisters.
14. I wonder if she is not hiding somewheres.
15. Today is colder than any day this winter.
16. Marjorie seemed happier than anyone in her family.
17. I believe that you are some taller than I am.
18. Which book is best, this or that?
19. Janet always behaves the worst of the two.
20. This story is as good, if not better, than the other

EXERCISE 84

Review Test Exercise 24.

CHAPTER VI

PREPOSITIONS

77. Definition and uses. A preposition stands before a substantive to indicate its relation to some other word in the sentence. It has at the same time two uses: (1) it connects the substantive that is its object with the other word, and (2) it shows what relation exists between the two words.

1. Edward sits *in* the seat *behind* me.
2. I walk *from* my home *to* school.

The object of a preposition is in the objective case. A preposition and its object, with or without other words, is called a *prepositional phrase*. (For the use of prepositional phrases see section 106.)

78. List of prepositions. The principal prepositions are contained in the following list:

aboard	aslant	by dint of
about	at	by means of
above	athwart	by reason of
according to	barring	by virtue of
across	because of	by way of
after	before	concerning
against	behind	considering
along, along with	below	despite
amid, amidst	beneath	down
among, amongst	beside, besides	during
apart from	between, betwixt	ere
around	beyond	except, excepting
as for, as to	but (= except)	for
as regards	by	for the sake of

from	in the midst of	save, saving
from among	inside, inside of	since
from between	instead of	through
from under	into	throughout
in	notwithstanding	to, unto
in accordance with	of, off	touching
in addition to	on	toward, towards
in case of	on account of	under
in compliance with	out of	underneath
in consequence of	outside, outside of	until, till
in consideration of	over	up
in front of	over against	upon
in lieu of	past	with
in opposition to	pending	with reference to
in place of	regarding	with regard to
in preference to	respecting	with respect to
in regard to	round	within
in spite of	round about	without

Notice that certain phrases may be used as prepositions.

79. Position of the preposition. Usually a preposition precedes its object, but it occasionally follows it. It sometimes stands at the end of a question or a relative clause, and the interrogative or relative pronoun which is its object introduces the sentence or clause.

INFORMAL ORDER

1. *Whom* did you speak *to*?
2. *What* did you ask *for*?
3. The book *that* I am looking *at* is a history.

FORMAL ORDER

1. *To whom* did you speak?
2. *For what* did you ask?
3. The book *at which* I am looking is a history.

NOTE. Though a preposition may stand at the end of a sentence, it should never be added when the sense expressed does not warrant its use.

RIGHT

1. Where is my book?
2. Where are they going?

WRONG

1. Where is my book *at*?
2. Where are they going *to*?

80. Prepositions used as other parts of speech. A few words that are generally prepositions may be used without an object as adverbs. Examples: (1) We climbed *aboard*. (2) Let us go *inside*. (3) He walked *behind*.

The following prepositions may be used as adverbs: *aboard, about, above, after, along, before, behind, below, beneath, besides, between, beyond, by, down, in, inside, off, on, outside, over, past, round, since, through, under, underneath, up, within, and without*.

EXERCISE 85

In the following sentences point out the prepositions. Name the object of each and the word or words to which it is related. Indicate any prepositions that are used as other parts of speech and tell their function.

1. The speaker for the occasion now stood before the audience.
2. I went with my father in the car to the post office.
3. The airplane soared above the clouds and out of sight.
4. At the end of the service the audience slowly came outside.
5. Did your brother go across during the World War?
6. Five troops of Boy Scouts marched past the reviewing stand.
7. If two men ride a horse, one must ride behind.
8. At the theater Clara sat beside me and Rose in front of me.
9. I felt better after I had got up and walked about for a while.
10. Dave came down and joined us, and we three walked along the esplanade to the park.
11. The man who stood before me I had never seen before, nor have I seen him since.
12. A young man with greasy hands and face crawled out from under the car.
13. A rummage sale for the benefit of the Red Cross will be held in the basement of the school building next Saturday.
14. On account of the length of the play there was only one intermission during the entire performance.
15. The doctor who examined the body of the unknown man found a letter in the inside pocket of his coat.

EXERCISE 86

Write ten sentences containing prepositions. Draw one line under each preposition, and two lines under the words connected by the preposition.

EXERCISE 87

Write five sentences using prepositions as adverbs.

81. Prepositions omitted. After the words *like*, *unlike*, *near*, *nearer*, *nearest*, and *next*, which may be used as adjectives or as adverbs, the preposition *to* or *unto* is usually omitted. The substantive following any of these words is the object of the preposition understood.

1. Your book is like mine. (Your book is like *unto* mine.)
2. John sits next me. (John sits next *to* me.)

82. Cautions in the use of prepositions. 1. *Object of a preposition.* The object of a preposition is always in the objective case. Watch pronouns closely.

RIGHT

- a. Divide it between Bob and *me*.
- b. I talked with Mary and *her*.
- c. *Whom* did you give it to?

WRONG

- a. Divide it between Bob and *I*.
- b. I talked with Mary and *she*.
- c. *Who* did you give it to?

2. *Confusion of meaning.* The following prepositions should be carefully distinguished in meaning:

Between, *among*. *Between* should be used only in reference to two, *among* in reference to more than two.

- a. Mother divided the cake *between* (not *among*) Henry and me.
- b. He distributed his property *among* (not *between*) his five children.

In, *into*. *In* implies position or rest within a place; *into* implies motion or change of place.

- a. We live *in* the house on the corner.
- b. They went *into* the house.
- c. He fell *into* the lake.



CAMP FIRE GIRLS MENDING TOYS

NOTE. *Come in* is correct, for here *in* is an adverb meaning *inside* or *within*.

Beside, besides. *Beside* means *at (by) the side of, next to*; *besides* means *in addition to*.

- a. The dog walks *beside* his master.
- b. She has a mother and two brothers *besides* other relatives.

Off, of, from. *Off* should not be used for *of* or *from*.

- a. We bought these eggs *from* (not *off*) a farmer.
- b. We buy our butter *of* (not *off*) a local dairyman.
- c. He climbed *off* the last car.

Onto, on, upon. Do not use *onto*.

- a. She stepped up *on* (down *on*, out *on*) the porch.
- b. The child climbed up *on* the chair.
- c. The three boys sat *upon* (*on*) a bench.

Behind, in back of. Though *in front of* is recognized as a phrasal preposition, *in back of* is incorrect. Say *behind*.

- a. Fred sits *behind* (not *in back of*) me.
- b. Father built a garage *behind* (not *in back of*) the house.

From, than, to. Use *from*, not *than* or *to*, after the adjective *different*.

- a. This book is different *from* (not *than*) yours.
- b. Marjorie's coat is different *from* (not *to*) her sister's.

3. *Unnecessary prepositions.* In such expressions as the following the preposition either violates correct idiom or is superfluous:

Accept of. *Of* is superfluous.

I cannot *accept* (not *accept of*) the invitation.

Blame on. Do not use *on* after the verb *blame*.

Right: They *blamed* me for it.

Right: They put the *blame* for it *on* me. (Here *blame* is a noun.)

Wrong: They *blamed* it *on* me.

Cover over. Omit over.

She *covered* (not *covered over*) the dish.

Continue on. On is superfluous.

He *continued* (not *continued on*) his lecture.

Off of. Omit of.

I stepped *off* (not *off of*) the car.

Over with. With is superfluous.

The game was *over* (not *over with*).

Plan on. The verb *plan* is regularly followed by an infinitive with *to*.

Right: I plan to go.

Wrong: I plan on going.

Remember of. Omit of.

I do not *remember* (not *remember of*) hearing it.

Where at, where to. At and *to* are superfluous.

Right: Where are you living now?

Wrong: Where are you living *at* now?

Right: Where is he going?

Wrong: Where is he going *to*?

NOTE. The use of *of* for the auxiliary *have* in such illiterate expressions as *could of*, *might of*, *must of*, and *should of* results from the careless pronunciation of *have* in the phrases *could have*, *might have*, *must have*, and *should have*.

EXERCISE 88

Fill each blank in the following sentences with a pronoun in the right case:

1. Jane is going with Tom and — to the game.
2. No one solved all the problems except Fred and —.
3. Have you any letters for Margaret or —?
4. — did you buy that new sweater for?

5. Between you and —, I do not believe the report.
6. All but — two girls had seen the school play.
7. — shall I address this letter to?
8. — was the boy — you sent for?
9. Nobody except Vera and — knows the secret.
10. Marion walked between Gladys and —.
11. I wonder — he is looking for.
12. — did you attend the game with last Saturday?
13. Everyone but Edward and — was on time.
14. — are those girls — you spoke to?
15. The money was apportioned among James, Harry, and —.

EXERCISE 89

In the following sentences correct all errors in the use of prepositions and all other mistakes that you find:

1. We had not planned on returning before Sunday.
2. The tickets for Marion and I finally came.
3. No one except my brother and I was at home.
4. Who were you talking to just now?
5. Next morning the ground was covered over with snow.
6. Bob fell in the lake and then blamed the accident on me.
7. This chair is different than the one besides the door.
8. Did you ask them where they were going to?
9. I should have accepted of your invitation if I could of come.
10. She divided her possessions among her two daughters.
11. The cat jumped onto the shelf in back of the stove.
12. Hillcrest Farm was the place where I had been at all the previous summer.
13. I borrowed a bicycle off one of my friends.
14. We could not remember of ever having spent a more delightful vacation.
15. When I fell off of the stepladder, I thought everything was over with for me.

CHAPTER VII

CONJUNCTIONS

83. Definition and use. A conjunction is used to connect words or groups of words. Conjunctions imply or denote certain relationships between the words or groups of words that they connect, but they do not take objects, as do prepositions.

1. Philip *and* Charles are cousins.
2. We live in the country during the summer *but* not during the winter.
3. I was absent yesterday *because* I was ill.

84. Kinds of conjunctions. Conjunctions are of two kinds: (1) coördinating and (2) subordinating.

1. *Coördinating conjunctions.* A coördinating conjunction joins two words, two phrases, or two clauses of the same grammatical rank or relation. The principal coördinating conjunctions are the following:

and	nor	therefore
both . . . and	neither . . . nor	yet
but	for	still
not only . . . but also	however	nevertheless
or	moreover	notwithstanding
either . . . or	then	

Conjunctions that are used in pairs are called correlative conjunctions. The following correlatives are coördinating: *both . . . and, either . . . or, neither . . . nor, not only . . . but also.*

2. *Subordinating conjunctions.* A subordinating conjunction introduces a subordinate, or dependent, clause. That is, it connects a subordinate, or dependent, clause with another clause

on which it depends for its meaning. The principal subordinating conjunctions are the following:

according as	however	until
after	if	when
although, though	in case (that)	whenever
as	in order that	where
as if	lest	whereas
as soon as	provided (that)	wherever
as though	since	whether
because	so that	whether . . . or
before	than	while
but that	that	
ere	till	
even if	unless	

The following correlatives are subordinating: *although . . . still, though . . . yet, if . . . then, since . . . therefore.*

85. Cautions in the use of conjunctions. 1. *Position of correlatives.* The words immediately following each member of a correlative conjunction must be in the same construction.

Right: I met not only him but his wife also.

Wrong: I not only met him but his wife also.

Right: They had neither food nor shelter.

Wrong: They neither had food nor shelter.

2. *Words wrongly used as conjunctions.* The following words should not be used as conjunctions:

Directly for *as soon as* is British, not American, usage. *As soon as* (not *directly*) I saw her, I knew that she had won.

Except or *without* for *unless*. (1) We shall lose the game *unless* (not *except*) we practice more. (2) I am afraid to ask permission *unless* (not *without*) you go with me.

Without for *that . . . not*. *Right:* I never see him *that* I do *not* think of the first time we met. *Right:* I never see him *without* thinking of the first time we met. (Here *without* is

correctly used as a preposition, not as a conjunction.) *Wrong*: I never see him *without* I think of the first time we met.

Like for *as*, *as if*, or *as though*. (1) Do *as* (not *like*) I showed you. (2) It looks *as if* (not *like*) it might rain.

And etc. for *and*. *Etc.* means *and other things, and so on*; hence it should never be preceded by *and*.

3. *Overworked conjunctions*. Avoid overworking the conjunctions *and*, *but*, and *for* in compound sentences; instead use simple and complex sentences.

EXERCISE 90

Review Test Exercises 11 and 23.

EXERCISE 91

In the following sentences correct all errors in the use of conjunctions:

1. We left directly we received permission to go.
2. Either I lost my composition or left it at home.
3. It seemed like our turn would never come.
4. Jack is a good player and who never loses his head.
5. My dog acted like he was glad to see me.
6. All the plants will perish without it rains soon.
7. Not only had we lost the game but the pennant also.
8. We started home directly you telephoned for us to come.
9. She always treated us like we were her own children.
10. Always come straight home just like I have told you, except I give you permission to go through town.

EXERCISE 92

Make sentences in which you use each of the following words as indicated:

After (preposition, conjunction); *before* (preposition, conjunction, adverb); *but* (preposition, conjunction); *for* (preposition, conjunction); *since* (preposition, conjunction, adverb); *till* or *until* (preposition, conjunction).

CHAPTER VIII

INTERJECTIONS

86. Definition and use. An interjection is a word, a group of words, or an exclamatory sound used to express surprise, pleasure, pain, anger, sorrow, or some other emotion or feeling.

oh, ah, aha, alas, pshaw, hurrah, bang, good heavens

87. Kinds of interjections. Though the same interjection may express more than one meaning, interjections may be classified as follows, according to their use :

1. *To express emotion or feeling.* Ah, aha, ah me, alack, alas, bah, bosh, fie, for shame, good-by, ha, heigh-ho, hurrah, oh, pish, pooh, pshaw, tush, tut-tut, ugh.

2. *To attract attention.* Hallo, halloo, hello, hist, 'st, ho.

3. *To express assent or dissent.* Amen, bravo, ho, bah, hurrah.

4. *To represent a sound.* Baa, bang, pop, whiz, zip, splash, swish, crack, bow-wow, tick-tock, buzz, crash, ding-dong.

5. *To ask a question.* Eh? ah? so? no?

88. Words used as interjections. The following classes of words may be used as interjections :

1. *Nouns.* Fire! thief! police! heavens! mercy!

2. *Pronouns.* I! what! you! O my! dear me!

3. *Adjectives.* Good! great! enough! impossible! wonderful!

4. *Adverbs.* Here! why! well! indeed! away! never!

5. *Verbs in the imperative.* Listen! stop! hold! hark! look!

6. *Prepositions.* Up! down! in!

7. *Phrases.* For shame! good gracious! great heavens! well done!

CHAPTER IX

INFINITIVES, PARTICIPLES, AND GERUNDS

89. Non-modal forms of the verb. Those forms of the verb that are not limited as to person and number and that either do not have a subject or require a subject in the objective case are called *non-modal*. Non-modal forms include (1) the infinitive, (2) the participle, and (3) the gerund.

THE INFINITIVE

90. Nature and forms of the infinitive. The infinitive is a form of the verb that may perform, in addition to its office as a verb, the function of a noun, an adjective, or an adverb. It is used most frequently as a noun.

The infinitive has only two tenses: the present and the perfect (or past).

ACTIVE	PASSIVE
<i>Present</i> to give	to be given
<i>Perfect</i> to have given	to have been given

The infinitive is usually preceded by its sign *to*. Examples: (1) We intend *to come*. (2) *To give* is better than *to receive*.

The sign is omitted, however, in verb phrases after the auxiliaries *can, could, do, did, may, might, must, shall, should, will, would*. It is usually omitted after such verbs as *dare, bid, make, see, feel, let, watch, hear*, when the infinitive has a subject. Examples: (1) I can *see* them. (2) We let him *take* it. (3) He heard them *call* for help.

91. Infinitive phrases. An infinitive, like a finite verb, may express action or condition, and it may be followed by a substantive or an adjective that completes its meaning. Likewise, it may have adverbial modifiers. An infinitive, with any other word or words used to modify it or complete its meaning, is called an *infinitive phrase*.

1. Do you wish *to see the manager*?
2. *To return home earlier* was impossible.
3. That is not the best way *to solve the problem*.

92. Principal uses of the infinitive. Infinitives and infinitive phrases may be used as follows:

1. *As a noun.* An infinitive may be used as the name of an action or condition. Like a noun, an infinitive or an infinitive phrase may have the following constructions:

a. *As subject of a finite verb.* (1) *To remain* was dangerous. (It was dangerous *to remain*.) (2) *To rescue him* was impossible.

b. *As predicate nominative.* (1) His one desire was *to win*. (2) My intention was *to tell you at once*.

c. *As direct object.* (1) He desires *to win*. (2) I forgot *to mail the letter*.

d. *As an appositive.* (1) Our original plan, *to make the trip in a canoe*, had to be given up. (2) He had but one desire, *to win*.

e. *As object of a preposition.* (1) She could do nothing but (except) *wait*. (2) He was about *to begin his speech*.

f. *As direct retained object.* (1) I was asked *to wait*. (2) They were told *to report at once*.

g. *As nominative of exclamation.* (1) *To fail!* That would be a disgrace. (2) *O to have lived in the days of chivalry!*

2. *As an adjective.* Like an adjective, an infinitive or an infinitive phrase may modify a substantive in the following ways:

a. *As an attributive modifier.* (1) I have no time *to spare*. (2) His attempts *to make money* often failed.

b. As a predicate adjective. That house is *to be sold*.

3. As an adverb. Like an adverb, an infinitive or an infinitive phrase may modify a verb, an adjective, or another adverb.

a. As modifier of a verb. (1) We study *to learn*. (2) We went *to visit our relatives*.

b. As modifier of an adjective. (1) They were eager *to return*. (2) Are you ready *to vote on the question*?

c. As modifier of an adverb. (1) I am not old enough *to vote*. (2) We arrived too late *to get good seats*.

4. As an independent element. *To tell you the truth*, I lost the letter.

EXERCISE 93

In the following sentences point out each infinitive or infinitive phrase and tell how it is used :

1. To refuse his request seemed selfish.
2. All of us wanted to attend the circus.
3. These three prizes are to be awarded.
4. Rip Van Winkle was too lazy to worry.
5. He came to tell us that the car had arrived.
6. We were told to wait in line until the doors were opened.
7. All his efforts to free himself were useless.
8. O to be back at home once more with my family!
9. That was our assignment, to write a composition.
10. Marjorie never writes except to ask for money.
11. She has many beautiful hooked rugs to sell.
12. It is illegal to counterfeit money.
13. To begin with, I was too weak to resist them.
14. Our hope is to find the stolen goods.
15. In the house there was nothing to arouse suspicion.

93. Infinitive clauses and their uses. As a verb, an infinitive may have a subject as well as words that complete its meaning and modify it. The subject of an infinitive is in the objective case. An infinitive and its subject, with or without other words that modify it or complete its meaning, is called an *infinitive clause*.

An infinitive clause is often used after such verbs as *see, perceive, hear, feel, notice, discover, find, know, think, believe, make, have, advise, let, allow, desire, wish, expect, declare, command, order*.

An infinitive clause may be used as a noun, as an adjective, and as an adverb.

1. *As a noun.* (1) Mother allowed *us to go*. (2) I wish *you to mail this letter at once*. (3) We saw *him enter the house*. (4) We could find nothing for *him to eat*.

2. *As an adjective when preceded by for.* (1) There was no time *for him to think*. (2) This is the best way *for us to go*.

3. *As an adverb when preceded by for.* (1) Is it too late *for us to get supper?* (2) I left the watch *for him to repair it*.

94. Cautions in the use of infinitives. 1. *Predicate pronoun after the infinitive to be.* a. In an infinitive clause a predicate noun or pronoun after *to be* is in the objective case, to agree with the subject of the infinitive.

- (1) They believed me to be *him*. (3) Did you expect us to be *them*?
(2) He thought her to be *me*. (4) *Whom* did you take us to be?

b. If the infinitive *to be* has no subject, a predicate noun or pronoun following it is in the nominative case, to agree with the subject of the sentence. When the predicate verb in each of the sentences above is changed to the *passive*, an infinitive phrase follows it, and the predicate pronoun is in the nominative case.

- (1) I was believed to be *he*. (3) Were we expected to be *they*?
(2) She was thought to be *I*. (4) *Who* were we taken to be?

The predicate verb is not, however, always in the passive voice.

- (1) Do you wish to be *I*? (2) No, I should like to be *she*.

2. *Tense sequence of infinitive and predicate verb.* The perfect tense of the infinitive should not be used except to express

time earlier than that expressed by the predicate verb. In most sentences the present infinitive is correct.

Right: I should have liked *to go*.

Wrong: I should have liked *to have gone*.

Right: We expected *to see* you there.

Wrong: We expected *to have seen* you there.

Right: You ought *to have told* me earlier.

In the last sentence the time expressed by the perfect tense of the infinitive is earlier than that expressed by the predicate verb.

3. *Misattached infinitive.* The substantive denoting the person responsible for the action or state indicated by the infinitive should always be expressed; otherwise, the infinitive will not be attached to the proper word.

Right: *To open* the door, *we* had to obtain a key.

Wrong: *To open* the door, a key had to be obtained.

Right: *To look* at him, *you* would not think him ill.

Wrong: *To look* at him, he does not seem ill.

4. *Split infinitive.* Do not split an infinitive by placing a word between *to* and an infinitive or within an infinitive.

Right: She seems not *to care* very much.

Wrong: She seems *to not care* very much.

Right: They appeared *to have gone* already.

Wrong: They appeared *to have* already *gone*.

EXERCISE 94

Fill each blank in the following sentences with a personal pronoun of the first or the third person, or with a relative or an interrogative pronoun, according to the sense. Use the right case form.

1. I should hate to be —.
2. Everyone believed him to be —.
3. — did they suppose him to be?
4. She believed us boys to be —.
5. I think that Agnes must be —.
6. Mother knew the guilty person to be —.

7. I met a man — I supposed to be —.
8. No one believed us to be —.
9. — did Laura take Miss Ames to be?
10. Were we supposed to be —?
11. How I wish that I were —!
12. — am I supposed to be?
13. — should you like to be?
14. I wonder if she expected me to be —.
15. Yonder is the girl — was thought to be —.

EXERCISE 95

In the following sentences choose the proper tense of the infinitive and give the reason for your choice:

1. I should have liked (to see, to have seen) the play.
2. The game was scheduled (to have been played, to be played) last Saturday.
3. We had intended (to spend, to have spent) a week in Paris.
4. That man is said (to have gone, to go) around the world.
5. Enough rain had fallen (to have made, to make) the roads almost impassable.
6. I was very anxious (to see, to have seen) Mexico City.
7. Were we supposed (to refuse, to have refused) the invitation?
8. It would not have been possible for us (to go, to have gone).
9. You ought (to write, to have written) now, though, really, you ought (to have written, to write) a month ago.
10. Did you wish (to have seen, to see) the reporter?

EXERCISE 96

In the following sentences supply the word to which the infinitive is intended to refer and revise the sentence so that the infinitive is properly attached to the rest of the sentence:

1. To make sure of reservations, a telegram was sent to the manager.
2. To prepare the assignment, a dictionary was needed.
3. To judge from the way he lives, he must be a wealthy man.
4. To complete the work on time, more men had to be hired.
5. To prove his sincerity in making the offer, a deposit was given to the agent.

EXERCISE 97

Rearrange the following sentences so as to avoid split infinitives :

1. He seemed to not know what he was talking about.
2. They were supposed to have been in some way delayed.
3. He was instructed to personally do the work.
4. Her desire was to never be conspicuous.
5. His employer offered to at once increase his salary.

THE PARTICIPLE

95. Nature and forms of the participle. A participle is a form of the verb that may perform, in addition to its office as a verb, the function of an adjective, a noun, or an adverb. It is used principally as an adjective.

The participle has three forms : the present, the past, and the perfect.

	ACTIVE	PASSIVE
<i>Present</i>	giving	being given
<i>Past</i>	given	given
<i>Perfect</i>	having given	having been given

96. Participial phrases. Like a finite verb, a participle may take an object if its meaning permits. It may likewise have adverbial modifiers. A participle, with its object and modifiers, is called a *participial phrase*.

1. *Calling the boy to me*, I questioned him.
2. He introduced himself, *handing me his card*.
3. *Singing and dancing gaily*, she entered.

97. Principal uses of the participle. Participles and participial phrases may be used as follows :

1. *As an adjective.* As an adjective, a participle or a participial phrase may modify a substantive in the following ways :

a. As an attributive modifier. (1) The *crying* child disturbed him. (2) He is an *educated* man. (3) The car has a *bent* fender.

b. As an appositive modifier. (1) The runner, *dripping with sweat*, fell exhausted. (2) The package, *delivered to me by mistake*, was returned.

c. As a predicate adjective. (1) She seemed *amused at his reply*. (2) I felt *exhausted*. (3) That chair is *broken*.

d. As a predicate objective. (1) The long climb made me *tired*. (2) He called the statue *finished*.

2. *As an adverb.* A participle may occasionally be used as an adverb. (1) The soup is *steaming* hot. (2) We were all *soaking* wet.

3. *As a nominative absolute.* A substantive in the nominative case used with a participle to make an adverbial phrase is called a nominative absolute. A nominative-absolute phrase usually modifies the predicate verb of the sentence in which it stands. Examples: (1) *The report having been read*, a lively discussion arose. (2) *The sun having risen*, the fog soon disappeared.

4. *As a noun.* Frequently a participle that implies a substantive that it would modify if the substantive were expressed is used alone as a noun. Examples: (1) The *wounded* (soldiers) were brought back by their comrades. (2) In *grieving* for the dead we should not forget the *living* (persons).

5. *As an independent element.* *Generally speaking*, we were well entertained.

EXERCISE 98

In the following sentences point out each participle or participial phrase and tell how it is used:

1. The singing bird sat on a flowering shrub.
2. Felix, trembling with excitement, stammered out his story.
3. The water in the lake that morning seemed freezing cold.
4. The experienced chef cooked the meat tender.
5. He appeared distressed by the news.
6. Worn out by the journey, he seemed discouraged.
7. Corrective treatment often benefits the crippled and deformed.

8. The guests having arrived, dinner was served.
9. Figuratively speaking, Dan was in hot water.
10. They were delayed by a blinding snowstorm.

98. Cautions in the use of participles. 1. *Misuse of past participle for past tense.* The past participle can be used as a predicate verb only with auxiliaries to form verb phrases. It cannot be employed alone as a predicate verb; hence it should not be used for the past-tense form.

RIGHT

- a. She *did* that.
- b. They *began* laughing.
- c. What *became* of my hat?

WRONG

- a. She *done* that.
- b. They *begun* laughing.
- c. What *become* of my hat?

2. *Misuse of the past-tense form for the past participle.* In making a perfect-tense verb phrase do not use the past-tense form for the past participle.

RIGHT

- a. They have *gone* home.
- b. I have *written* two letters.

WRONG

- a. They have *went* home.
- b. I have *wrote* two letters.

3. *Tense sequence of participle and predicate verb.* Do not use a present participle unless it denotes an action going on at the same time as the action expressed by the predicate verb.

Right: *Having locked* the door, he ran to the elevator.

Wrong: *Locking* the door, he ran to the elevator.

Right: While *walking* with me to school, he told me the story. (The two actions occurred at the same time.)

4. *Misattached participle.* The substantive to which a participle is intended to refer must always be expressed in the same sentence in which the participle stands; otherwise, the participle will not be attached to the proper word.

Right: *Being* an orphan, *I* was treated kindly by my friends.

Wrong: *Being* an orphan, my friends treated me kindly.

Right: *Having missed* the train, *we* could do nothing but wait.

Wrong: *Having missed* the train, there was nothing to do but wait.

EXERCISE 99

In the following sentences point out all errors resulting from a confusion of the past tense and the past participle. Give the principal parts of each main verb.

1. Before I reached home my feet had almost froze.
2. I have forgot what become of the heroine of the story.
3. He had began to recite when the bell rung.
4. The waves had broke the chain and had drove the boat ashore.
5. After they had ate and drank, they felt better.
6. He taken two men with him and done the job in one day.
7. They had all went away before we come.
8. Instantly he had sprang into the lake and had swam to the struggling boy.
9. If you had spoke to me or wrote to me about wanting a job, I might have been able to find one for you.
10. I had fell out of a tree and had tore my coat.

EXERCISE 100

Correct all errors in the sequence of tenses and the reference of participles in the following sentences:

1. Hanging up his coat and hat, he entered the room.
2. Being in a hurry to catch the car, the package was forgotten.
3. Not having heard from them, it was supposed that they were not coming.
4. It was decided to leave at once, being alarmed by the report.
5. Rowing a mile farther up the river, we reached camp.
6. Being a young puppy, we did not punish him for spoiling the flower bed.
7. Having written the letter, it was mailed at once.
8. Looking out of the window, an interesting sight met my eyes.
9. Leaving home later than usual, we arrived on time.
10. Being a sullen man, we children were afraid of our uncle.

THE GERUND (VERBAL NOUN)

99. Nature and forms of the gerund. The gerund is a verbal noun ending in *-ing*. Though the gerund has the same form as

the participle, the two must not be confused in use, for the participle has the syntax of an adjective and the gerund is a noun.

The gerund has two forms: the present and the perfect.

ACTIVE	PASSIVE
<i>Present</i> giving	being given
<i>Perfect</i> having given	having been given

100. Gerund phrases. Like a finite verb, a gerund may take a direct object, sometimes both a direct and an indirect object, if its meaning permits. Likewise, it may have adverbial modifiers. As a noun, it may be modified by an adjective. A gerund, together with the words that complete its meaning or modify it, is called a *gerund phrase*.

1. *Playing tennis* is good exercise. (Gerund and direct object)
2. *Giving him advice* is useless. (Gerund and indirect and direct objects)
3. *Talking too much* is his worst fault. (Gerund and adverbial modifier)
4. *Rapid eating* often injures digestion. (Gerund and adjective modifier)

101. Principal uses of the gerund. Gerunds and gerund phrases may be used in the following constructions:

1. *As subject of a finite verb.* (1) *Her singing* delighted the audience. (2) *Aiding the needy* was her delight.
2. *As predicate nominative.* (1) My favorite sport is *skating*. (2) His business is *raising poultry*.
3. *As direct object of a verb.* (1) He enjoys *flying*. (2) Do you practice *reading aloud*?
4. *As predicate objective.* I call that *good playing*.
5. *As object of a preposition.* (1) He reproved me for *talk-ing*. (2) After *being excused*, I went home.
6. *As an appositive.* (1) This is my recreation, *mowing the lawn*. (2) Her favorite diversion, *playing the piano at night*, annoyed us.

7. *As an adverbial objective modifying the adjective worth.*
 (1) This is a book worth *reading*. (2) That is a play worth *going to see*.

EXERCISE 101

In the following sentences point out all participles and gerunds and explain the use of each. Tell why you think each is a participle or a gerund.

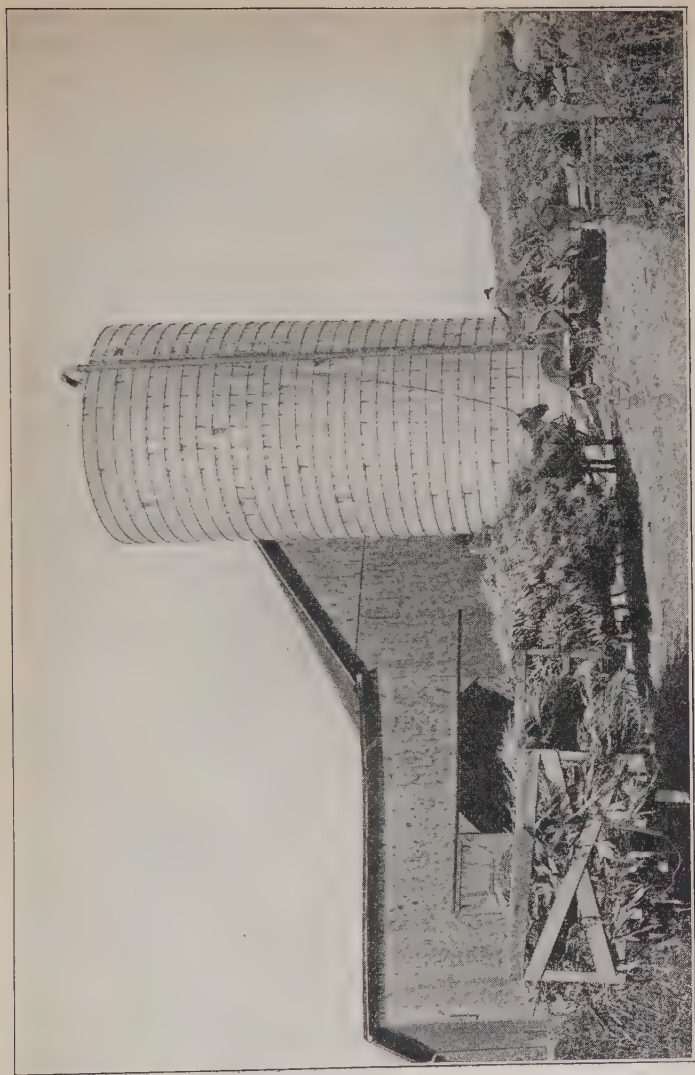
1. Working people should be paid living wages.
2. She earns her living by raising goldfish.
3. The living should remember their heritage from the dead.
4. That was her one desire, the winning of the scholarship.
5. After pausing for a moment, he continued singing.
6. Such a slight mistake is not worth worrying about.
7. Their chief occupations were hunting and fishing.
8. In the evening I enjoy reading a good novel.
9. After mending his nets, he untied the rope holding the boat.
10. The buzzing sound disturbed my thinking.
11. In painting the house the men trampled the growing plants.
12. Lying on the drawing board was an unfinished sketch.
13. The plans having been approved, the contractor began building the house.
14. The boy approaching me said, "Please pardon my disturbing you."

102. Cautions in the use of gerunds. 1. *Possessive modifier of a gerund.* A substantive modifying a gerund should be in the possessive case.

- a. What do you think of *Jane's* (not *Jane*) studying music?
- b. Had you heard of *his* (not *him*) winning the race?

2. *Predicate pronoun after the gerund being.* A predicate noun or pronoun used to complete the meaning of the gerund *being* must be in the nominative case, because the gerund has no subject.

- a. Who would have thought of its being *he*?
- b. Everyone was surprised at its being *I*.



FILLING A SILO

3. *Misattached gerund.* The substantive to which a gerund is intended to refer should always be expressed in the same sentence in which the gerund stands.

Right: After *reading* the book, *I* returned it.

Wrong: After *reading* the book, it was returned.

Right: In *driving* home, *we* met with an accident.

Wrong: In *driving* home, an accident occurred.

EXERCISE 102

Some of the sentences in the following exercise contain errors in the use of gerunds. Point out these mistakes and correct them.

1. In moving our furniture some of it was damaged.
2. By applying early good seats may be obtained.
3. We never dreamed of its being him.
4. What is the reason for father trying to sell the car?
5. The idea of our team losing the game never occurred to us.
6. We felt certain of its being an easy game to win.
7. There seemed to be little chance of him recovering.
8. Without hurrying, the work was completed on time.
9. By working harder, success might have been his reward.
10. What objection did she have to you accompanying me?
11. After having heard that she was not coming, we were greatly surprised at its being her when we answered the doorbell.
12. Before leaving the house, all the windows were securely fastened.
13. Who ever heard of him refunding any money?
14. We postponed our visit because of John being ill.
15. On finding the door locked, she searched for her key.

PART TWO

THE COMPOSITION OF SENTENCES

CHAPTER X

BUILDING SENTENCES

103. Purpose of this chapter. This chapter will help us to develop skill in making our sentences correct and effective. Such skill we may acquire in two ways: (1) by constructing all kinds of sentences according to definite specifications, and (2) by analyzing sentences of various types.

In building sentences we shall need to apply our knowledge of grammar and the proper use of words; in writing sentences we must, in addition, capitalize, punctuate, and spell correctly. The exercises in this chapter will give us practice in most of the principles of grammar explained and illustrated in Chapters I-IX. These chapters we should use for frequent reference and review. In the present chapter we shall learn how phrases and clauses function as parts of speech in the sentence.

The exercises in sentence-building will make it necessary for us to consult Chapter XI (Capital Letters, Italic Letters, and Punctuation), Chapter XXIII (The Correct Use of Words), and Chapter XXV (Word-Building and Spelling).

Before we can build sentences intelligently we must be able to analyze them, that is, take them apart for the purpose of showing how they are constructed. The exercises in analysis are intended to supplement our work in sentence-building.

SIMPLE SENTENCES

104. Elements of a simple sentence. A simple sentence consists of only one subject and one predicate, either or both of which may be compound. In the complete subject and the complete predicate, phrases as well as words may be used.

EXERCISE 103

Review section 5, and then write the sentences assigned in Exercise 3 according to the directions there given.

EXERCISE 104

Review section 6, and then write the sentences assigned in Exercise 4 according to the directions there given.

EXERCISE 105

Study the rules for the use of capital letters given in section 125. Did you use capital letters correctly in the sentences that you wrote in Exercises 103 and 104?

105. Words as elements of the sentence. In our study of the eight parts of speech we have dealt with words as elements of the sentence. Some of the more important uses of parts of speech we should review in building simple sentences.

EXERCISE 106

Write two original sentences to illustrate each of the following:

- | | |
|---------------------------|------------------------------|
| 1. Apposition. | 6. Indirect object. |
| 2. Nominative of address. | 7. Predicate objective. |
| 3. Predicate nominative. | 8. Subject of an infinitive. |
| 4. Predicate adjective. | 9. Interrogative pronoun. |
| 5. Direct object. | 10. Interrogative adverb. |

EXERCISE 107

Write simple sentences in which you use correctly a noun, a pronoun, or an adjective to complete the meaning of the following verbs. Tell whether the noun, pronoun, or adjective completing the meaning of the verb is a predicate nominative, a predicate adjective, a direct object, a predicate objective, or a retained object.

be	call	hear	raise	teach
become	elect	lose	seem	throw
burn	forget	make	sweep	write

EXERCISE 108

Study the rules of punctuation in sections 128, 129, and 130. Study also the first two rules for the use of the comma in section 131. Are the sentences that you wrote in Exercises 106 and 107 correctly capitalized and punctuated?

106. Phrases as elements of the sentence. A phrase is a group of closely related words that does not contain a subject and a predicate.

In form, phrases are *prepositional* (see section 77), *infinitive* (see section 91), *participial* (see section 96), and *gerund* (see section 100).

Phrases may be used in sentences as follows:

1. *As a noun.* An infinitive phrase, a gerund phrase, or any other group of words serving as a name, may be used as a noun.

- a. *To see them again* reminded me of my childhood.
- b. We hated *to say good-by*.
- c. *Visiting her friends* delighted her.
- d. George Washington was called *the Father of his Country*.

2. *As an adjective.* A prepositional, infinitive, or participial phrase may be used as an adjective.

- a. The characters *in this story* are vividly portrayed.
- b. I have no time *to play tennis*.
- c. The note *accompanying the gift* was amusing.

3. *As an adverb.* A prepositional, infinitive, or participial phrase may be used as an adverb.

- a. The dog woke me *by his excited barking*.
- b. He welcomed his guests cordially *at the door*.
- c. Our neighbors came *to say good-by*.
- d. *The rain having ceased*, we continued our journey.

NOTE. A nominative-absolute phrase, as in sentence *d*, is generally used as an adverb (see section 97, 3).

4. *As a verb.* A phrase often serves as a verb.

- a. We *were talking* about the concert.
- b. The report *has already been given*.

5. *As an independent element.* A phrase loosely introduced into the sentence and having little, if any, grammatical relation to the sentence is said to be used independently. An independent phrase generally serves to connect the thought of the sentence in which it stands with the thought of the preceding sentence.

- a. This sentence, *for example*, contains a phrase used independently.
- b. This offer deserves, *to be sure*, further consideration.

EXERCISE 109

In the following sentences point out each phrase and tell its kind as to form and as to use. If it is a noun phrase, give its construction in the sentence. If it is an adjective phrase, or an adverbial phrase, tell what word or words it modifies.

- 1. Our original plan, to spend the night in the old house, now seemed absurd.
- 2. The explanation given us was hard to believe.
- 3. She showed me her grandmother's sampler, framed neatly and hung above the mantel.
- 4. The weather was cold enough to make a fire seem pleasant.
- 5. You will always have a comfortable home, at any rate.
- 6. How I enjoy seeing a good play!

7. Our friends may have missed their boat.
8. To come to the point at once, what are you going to do?
9. Where, by the way, have you decided to spend your vacation?
10. Washing dishes is my pet aversion.
11. The time for sowing the seed has passed.
12. Such a false report should never have been circulated.
13. The whole affair was, in fact, most embarrassing.
14. From my home to school is a ten-minute walk.
15. My brother, nicknamed "The Duke," led the procession.
16. With colors flying and bands playing, the parade moved down the street.
17. To tell you the truth, I have forgotten the assignment.
18. We had no time to consider the danger confronting us.
19. He never came except to collect the rent.
20. The flood having subsided, the work of reconstruction was begun.

EXERCISE 110

In Test Exercise 12 deal with all phrases according to the directions there given.

EXERCISE 111

Write the following sentences, and underscore each phrase:

1. Three sentences containing noun phrases. (Tell the construction of each noun phrase.)
2. Three sentences containing adjective phrases. (Tell what each adjective phrase modifies.)
3. Three sentences containing adverbial phrases. (Tell what each adverbial phrase modifies.)
4. Three sentences containing verb phrases.
5. Three sentences containing phrases used independently.

107. Analysis of simple sentences. In the oral or written analysis of a simple sentence the following steps are involved:

1. Classify the sentence.
2. Tell whether it is arranged in the natural or the inverted order. If it is in the inverted order, arrange it in the natural order. (See section 6.)

3. Divide the sentence into its two main parts, the complete subject and the complete predicate.
4. Point out the simple or the compound subject and the simple or the compound predicate.
5. Tell what words, if any, modify the simple or the compound subject. Mention the connective if the subject is compound.
6. Tell what words, if any, complete the simple or the compound predicate, and what words, if any, modify it. Mention the connective if the predicate is compound.
7. Point out independent elements, if any, such as a nominative of address, an interjection, or a parenthetical expression.

The analysis of simple sentences is illustrated in the models given below.

1. *From one of the crew came a shrill cry of pain.*

This is a simple declarative sentence. It is arranged in the inverted order. Arranged in the natural order, it reads, *A shrill cry of pain came from one of the crew.* The complete subject is *a shrill cry of pain*; the complete predicate is *came from one of the crew.* The simple subject is the noun *cry*; the simple predicate is the verb *came*. *Cry* is modified by the adjectives *a* and *shrill* and by the adjective phrase *of pain*. The noun *pain* is the object of the preposition *of*. The predicate verb *came* is modified by the complex adverbial phrase *from one of the crew*. The pronoun *one* is the object of the preposition *from* and is modified by the adjective phrase *of the crew*. The noun *crew* is the object of the preposition *of* and is modified by the adjective *the*.

2. *With whom did you walk to school, John?*

This is a simple interrogative sentence. It is arranged in the inverted order. Arranged in the natural order, it reads, *John, you did walk to school with whom?* The complete subject is *you*; the complete predicate is *did walk to school with whom*. The simple subject is the pronoun *you*; the simple predicate is the verb phrase *did walk*. The predicate verb *did walk* is modified by the two adverbial phrases *to school* and *with whom*. The noun *school* is the object of the preposition *to*, and the pronoun *whom* is the object of the preposition *with*. *John*, a nominative of address, is an independent element.

3. *What tumult the announcement produced!*

This is a simple exclamatory sentence. It is arranged in the inverted order. Arranged in the natural order, it reads, *The announcement produced what tumult*. The complete subject is *the announcement*; the complete predicate is *produced what tumult*. The simple subject is the noun *announcement*; the simple predicate is the verb *produced*. *Announcement* is modified by the adjective *the*. The predicate verb *produced* is completed by the noun *tumult*, the direct object, which is modified by the adjective *what*.

4. *Mowing lawns and sawing wood provide healthful exercise.*

This is a simple declarative sentence. It is arranged in the natural order. The complete subject is *mowing lawns and sawing wood*; the complete predicate is *provide healthful exercise*. The compound subject consists of the two noun phrases *mowing lawns* and *sawing wood*, which are joined by the conjunction *and*; the simple predicate is the verb *provide*. In the noun phrase *mowing lawns*, *lawns* is the object of the gerund *mowing*; in the noun phrase *sawing wood*, *wood* is the object of the gerund *sawing*. The predicate verb *provide* is completed by the noun *exercise*, the direct object, which is modified by the adjective *healthful*.

EXERCISE 112

Analyze the following simple sentences according to the models given above:

1. The old man shook his head hopelessly.
2. Work of almost every description is beneficial.
3. The life of the backwoodsmen was one long struggle.
4. The son often worked in the shop with his father.
5. Many school buildings are used by the people of the community for social gatherings.
6. Plants and animals need oxygen for the process of respiration.
7. The winters she generally spent in the city with her aunt.
8. Wonderful are the works of nature.
9. A wedding was always an occasion of great festivity.
10. Our neighbors, the Bancrofts, have had three cooks since Christmas
11. Most American cities are governed by a council and a mayor

12. Our summer cottage contains three bedrooms, a bathroom, and a large living-room.

13. A growing child is constantly forming more bone, more muscle, and more blood.

14. Success grows out of struggles to overcome difficulties.

15. What joy an aviator must experience in flying!

16. Never again will I take a dose of medicine in the dark.

17. Our cook told mother an amusing anecdote the other day.

18. Can you identify your baggage, Madam?

19. I always enjoy strolling through an open-air market.

20. Our teacher of civics gave us a clear explanation of taxes and taxation.

21. The life of a lighthouse-keeper is extremely monotonous

22. Travel contributes much to a person's education.

23. The discovery of oil has made many changes in the landscape around my home.

24. How different my brother and I are!

25. The radio has become a very effective advertising medium.

26. Great literature has a refining influence on appreciative readers.

27. For hours at a time the two dogs would run and play.

28. Never before had I experienced such humiliation.

29. Whom did the class elect president?

30. Idle people are always making trouble for themselves and others.

COMPOUND SENTENCES

108. Elements of a compound sentence. A compound sentence contains two or more independent clauses that are coördinate and closely related in thought. Usually the relation between the clauses in a compound sentence is indicated by an appropriate connective; but if the relation is clearly implied, no connective need be used.

There are six principal thought relations that may exist between the independent clauses of a compound sentence.

1. *Continuation of the same line of thought.* Examples: The gale had ceased, and the tattered sails now flapped idly in the evening breeze. Blind-alley jobs lead nowhere; they have no

future. Connectives: *and, also, besides, likewise, moreover, furthermore, in addition.*

2. *Contrast.* Examples: Some trees grow rapidly, but their wood is soft and they break easily. School spirit is not noise; it is an attitude of mind and heart. Connectives: *but, yet, still, however, whereas, nevertheless, notwithstanding, on the other hand.*

3. *Alternation.* Examples: He failed to get my letter, or else the offer did not appeal to him. Follow directions carefully; otherwise, you will fail. Connectives: *or, nor, else, otherwise.*

4. *Correlation.* Examples: Either they started late, or some accident has delayed them. Not only did we entertain her, but several of our friends gave receptions in her honor. Connectives: *either . . . or; neither . . . nor; not only . . . but also.*

5. *Consequence or inference.* Examples: You have not completed your task; hence you cannot go. He has studied diligently this term; therefore he should earn a good mark in the examination. Connectives: *hence, therefore, thus, consequently, accordingly, as a result, for this reason.*

6. *Reason.* Examples: The doctor must have been delayed by an accident, for he always responds promptly to a call. Something must have happened to the mother bird, for she never returned to the nest. Connective: *for.*

NOTE. Observe that the clauses preceded by *for* do not state the reason for the truth of the first statement in each sentence, but merely tell us the reason *why* the author of each sentence *thinks* that the first statement is true; that is, it gives a *logical* reason, not a real reason. (See adverbial clauses of *cause*, section 117, 4, Note.)

EXERCISE 113

In the following compound sentences point out the independent clauses and tell what relation exists between them:

1. All men of the tribe joined in the hunting expeditions to provide food, and all took part in warfare to protect the tribe from its enemies.

2. Timber existed in abundance, the soil was fertile, and springs and streams were plentiful.

3. Not only was the chopping down of the forests the first preliminary to cultivation, but it was also the surest means of subduing the Indians.

4. America is a land of hope, and a land of hope is a land of good humor.

5. The great trees towered aloft, and the rank underbrush choked the spaces between the trunks.

6. These strolling laborers never ask your name or your past history, but they are always ready to listen to all your experiences and to tell you theirs.

7. Dickens's novels I read and loved, and they opened a new world for me.

8. The river is now alive with a strange new life: shrieking steamboats race up its muddy current; long strings of flatboats float down past bustling river ports and sleepy plantations.

9. What an opportunity he had, yet how poorly he used it!

10. In speaking, as in writing, Roosevelt was always full of force and energy; he drove home his arguments and never was misunderstood.

11. He would never compromise a principle, but he was eminently tolerant of honest differences of opinion.

12. He had but one standard, one test: a man, rich or poor, must be an honest man, a good citizen, and a good American.

13. For years Dr. Osgood had served faithfully as the only physician in the little settlement; hence his death caused great sadness among the remaining inhabitants.

14. What do we mean by putting money to work, and how do banks make it earn money?

15. The winter was severe, and many of the colonists died, yet the survivors struggled bravely on.

16. A large crop has been planted, and the season has been favorable; therefore business men of all classes should feel encouraged about the future of this section.

17. Some students devote too much time to athletics, whereas others stick too closely to their studies.

18. Form the habit of thrift early in life, or you may never form it.

19. An education should help a person to live a happy and successful life, yet many use it only for making a living.

20. Where have you traveled, and what have you seen?
21. Was she a friend of yours, or were you merely traveling with her?
22. Consider carefully both sides of the questions; otherwise, you may make a costly blunder.
23. His lips were motionless, and he held his hands resolutely clasped
24. Instincts are inborn; they work automatically; they are in some ways as much a part of an animal as hair, fur, feathers, or skin.
25. The Baldwins must have gone out this evening, for there is no light in their house.

EXERCISE 114

Study the rules for punctuation in sections 131, 9; 132, 1 and 2; and 133, 2. Then account for all the punctuation used between the members of the compound sentences in Exercise 113.

EXERCISE 115

After studying each of the following pairs of clauses, convert them into a compound sentence by supplying in the blank space the connective that best expresses the relationship existing between the two clauses, and tell what this relationship is. Explain all punctuation.

1. Morning came, — there was no sign of life in the camp.
2. Finally the curtain rose, — the play began.
3. She desired to win the scholarship; — she studied diligently.
4. Give close attention, — you may not understand the assignment.
5. What did he ask you, — what did you say?
6. She will be elected, — she is well liked by all the students.
7. Not only did their crops fail, — they lost many farm animals during the hard winter following.
8. Shall we call for you, — will you meet us at the theater?
9. Mr. Leighton is not in his office today; — you will not be able to see him.
10. I tried to cash the check at the bank, — I had no one to identify me.

EXERCISE 116

Make each of the following simple sentences into a well-constructed compound sentence by adding an appropriate coordinate independent clause. Be sure that each added clause expresses

a closely related thought. State the relationship between the clauses in each of your sentences. Explain all punctuation.

1. The flood must have done considerable damage in this section.
2. At last vacation had come.
3. Observe this specimen closely.
4. His friends remembered seeing him that morning.
5. Katherine, will you help me?
6. The hikers were completely exhausted.
7. Early in life we should become acquainted with good books.
8. The man and his wife seemed anxious to buy the property.
9. The city was crowded with delegates to the convention.
10. What a busy man my uncle seemed!

109. Analysis of compound sentences. A compound sentence should be analyzed as follows:

1. Classify the sentence.
2. Indicate the clauses and state how they are connected, if a connective is used.
3. Analyze each clause as if it were a simple sentence.

The model given below illustrates the method of analyzing a compound sentence.

Neighbors considered the inventor crazy; however, he gave no thought to their opinions.

This is a compound declarative sentence. It is made up of two coordinate clauses joined by the conjunction *however*: (1) *neighbors considered the inventor crazy* and (2) *he gave no thought to their opinions*. Each clause is arranged in natural order. The complete subject of the first clause is *neighbors*; the complete predicate is *considered the inventor crazy*. The simple subject is the noun *neighbors*; the simple predicate is the verb *considered*. The predicate verb *considered* is completed by the noun *inventor*, the direct object, and by the adjective *crazy*, the predicate objective. The noun *inventor* is modified by the adjectives *the* and *crazy*. The complete subject of the second clause is *he*; the complete predicate is *gave no thought to their opinions*. The simple subject is the pronoun *he*; the simple predicate is the verb *gave*. The predicate verb *gave* is completed by the noun *thought*, the direct object,

and it is modified by the adverbial phrase *to their opinions*. The noun *thought* is modified by the adjective *no*. The noun *opinions* is the object of the preposition *to*, and it is modified by the adjective *their*.

EXERCISE 117

Analyze the compound sentences in Exercise 113 according to the models given above.

COMPLEX SENTENCES

110. Elements of a complex sentence. A complex sentence consists of one principal clause and one or more subordinate clauses.

A subordinate clause is a group of words that, like a phrase, is used as a single part of speech; but, unlike a phrase, it contains a subject and a predicate.

1. { That the report was true.
Who informed him.
When we went to his office.

Each of these groups of words contains a subject and a predicate, but it does not express a complete thought. Our minds wait for something to be added.

2. { The principal told us *that the report was true*.
The man *who informed him* was the school physician.
We were told the news *when we went to his office*.

When we join to each clause in group 1 another clause, as in group 2, we state three complete thoughts. The clauses in group 1 depend on other clauses for their meaning and are called *subordinate*, or *dependent*, clauses. The clauses "The principal told us," "The man was the school physician," and "We were told the news" are independent, because they make assertions that do not depend on the rest of the sentence. They could stand alone. The sentences in group 2, each of which contains a principal clause and a subordinate clause, are complex sentences.

In a complex sentence a subordinate clause may be used as a noun, as an adjective, or as an adverb.

111. Subordinate clauses used as nouns. Clauses used as nouns have the following uses in complex and compound-complex sentences:

1. Subject of a finite verb.

- a. That you are wrong* is evident.
- b. It is evident that you are wrong.*
- c. Who the stranger might be* worried us.
- d. Why he left* is a mystery.

NOTE. Do not use a clause introduced by the subordinate conjunction *because* as the subject of a sentence.

Right: The fact *that you were absent* is no excuse.

Wrong: *Because you were absent* is no excuse.

2. Predicate nominative.

- a. My only excuse is that I overslept.*
- b. Through industry he became who he is in the business world.*

NOTE. Do not use a clause introduced by the subordinate conjunctions *because*, *when*, or *where* as a predicate nominative.

Right: The reason that I am late is *that I overslept.*

Wrong: The reason that I am late is *because I overslept.*

3. Direct object of a verb.

- a. I know when he escaped and where he is now.*
- b. They told him that the train was late.*
- c. Mother showed us where the candy was hidden.*

4. Direct retained object after a passive verb. In sentences *b* and *c*, above, *him* and *us* are indirect objects, and the italicized noun clauses are the direct objects. Notice that the verbs *told* and *showed* are in the active voice. If we change each verb to the passive voice and make the indirect objects the subjects,

the two noun clauses will be *retained* as direct objects after the passive verb phrases. (See section 28, 2.)

a. He was told *that the train was late*.

b. We were shown *where the candy was hidden*.

5. *In apposition.*

a. The fact *that he had told the truth* could not be denied. (In apposition with the noun *fact*)

b. Of one thing I am certain, *that she is not in this house*. (In apposition with the noun *thing*)

NOTE. An appositive noun clause should not be confused with an essential adjective clause, such as the following: The plan *that we adopted* proved successful. (See section 116, 1.)

6. *Object of a preposition.*

a. We have no record of *when he arrived*.

b. I could see them from *where I stood*.

A clause used as a noun may be introduced (1) by relative and interrogative pronouns and interrogative adjectives, as, *who, which, what, whose*; (2) by interrogative adverbs, as, *where, when, why, how*; and (3) by subordinating conjunctions, as, *that, whether, if, but* or *but that* (= *that . . . not*).

EXERCISE 118

In the following sentences point out each clause that is used as a noun and tell its construction in the sentence:

1. Remember that speech is expression.
2. Few people consider why they take food into their bodies.
3. He could never understand why he had been dismissed by his employer.
4. Has anyone heard when the next game will be played?
5. Observe how I perform this experiment.
6. We were told that George Washington never lied.
7. The trouble was that we had no matches.
8. He refused to tell us who he was.

9. I looked about me to see whether anyone was laughing.
10. Where the boys went I do not know.
11. Did you ask Mr. Haynes what he wanted?
12. The fact that he had a good reputation counted in his favor.
13. Please tell Miss Breck that I shall not return to my office until tomorrow.
14. It was her great ambition that she might win the scholarship.
15. You may select whichever book you wish.
16. Who knows but that we may win the pennant yet?
17. That was my only excuse, that I had missed my train.
18. Your greatest handicap is that you do not concentrate.
19. When we shall return is uncertain.
20. I have forgotten who told me that the property had been sold.

EXERCISE 119

Write three sentences to illustrate each use of noun clauses. Indicate the noun clauses by underscoring them.

112. Direct and indirect quotations. A person's speech or thought repeated in its original form is called a *direct quotation*.

1. Anne said, "Stephen amuses me." (Direct statement)
2. "Where have you been?" mother asked. (Direct question)

A direct quotation, which may be either a statement or a question, begins with a capital letter and is inclosed in quotation marks.

A person's speech or thought repeated in substance, but usually with some slight change in its form, is called an *indirect quotation*.

1. Anne said that Stephen amused her. (Indirect statement)
2. Mother asked me where I had been. (Indirect question)

An indirect quotation, which may be either a statement or a question, does not begin with a capital letter and is not inclosed in quotation marks.

113. Indirect quotations as noun clauses. An indirect statement is a noun clause depending on some verb of *saying*, *telling*,

thinking, and the like, and introduced by the subordinating conjunction *that*. In conversation *that* is often omitted.

1. Joe said [that] he would come.
2. I thought [that] I would surprise you.

An indirect question is a noun clause depending on some verb of *asking*, *thinking*, *knowing*, *doubting*, *perceiving*, and the like. It may be introduced (1) by the interrogative pronouns *who*, *which*, *what*; (2) by the interrogative adverbs *when*, *where*, *why*, *whence*, *whither*, *how*; and (3) by the subordinating conjunctions *if* and *whether*.

Indirect statements may be used in the following constructions of noun clauses:

1. *Subject*. *That I was sorry* was all I could say.
2. *Object*. I told him *that I was sorry*.
3. *Retained object*. He was told *that I was sorry*.
4. *Predicate nominative*. His excuse was *that he had been ill*.
5. *Appositive*. His excuse, *that he had been ill*, I had to accept.

Indirect questions may be used in the following constructions of noun clauses:

1. *Subject*. *What had become of him* was never learned.
2. *Object*. We asked him *how he was feeling*.
3. *Retained object*. He was asked *how he was feeling*.
4. *Predicate nominative*. The question was *why he had failed us*.
5. *Appositive*. The question *why he had failed us* continued to perplex me.
6. *Object of a preposition*. I did not think to inquire as to *where he lived*.

114. Sequence of tenses in indirect quotations. In a complex sentence containing an indirect quotation, if the verb in the principal clause is in the past or past perfect tense, the present

tense of the direct quotation is changed to the past, and the present perfect is changed to the past perfect.

1. Jane said, "I *am* glad to see you." (Direct)
Jane said (had said) that she *was* glad to see me. (Indirect)
2. She said, "I *have* not *seen* him." (Direct)
She said (had said) that she *had* not *seen* him. (Indirect)
3. Philip asked, "When *are* they *coming*?" (Direct)
Philip asked (had asked) when they *were* *coming*. (Indirect)
4. "What *have* you *done*?" I asked. (Direct)
I asked (had asked) him what he *had* *done*. (Indirect)

NOTE. If the indirect quotation is the statement of a general truth, the verb remains in the present tense.

- Our teacher said, "The earth *is* round." (Direct statement)
Our teacher said that the earth *is* round. (Indirect statement)

115. *Shall* and *will*, *should* and *would* in indirect quotations.

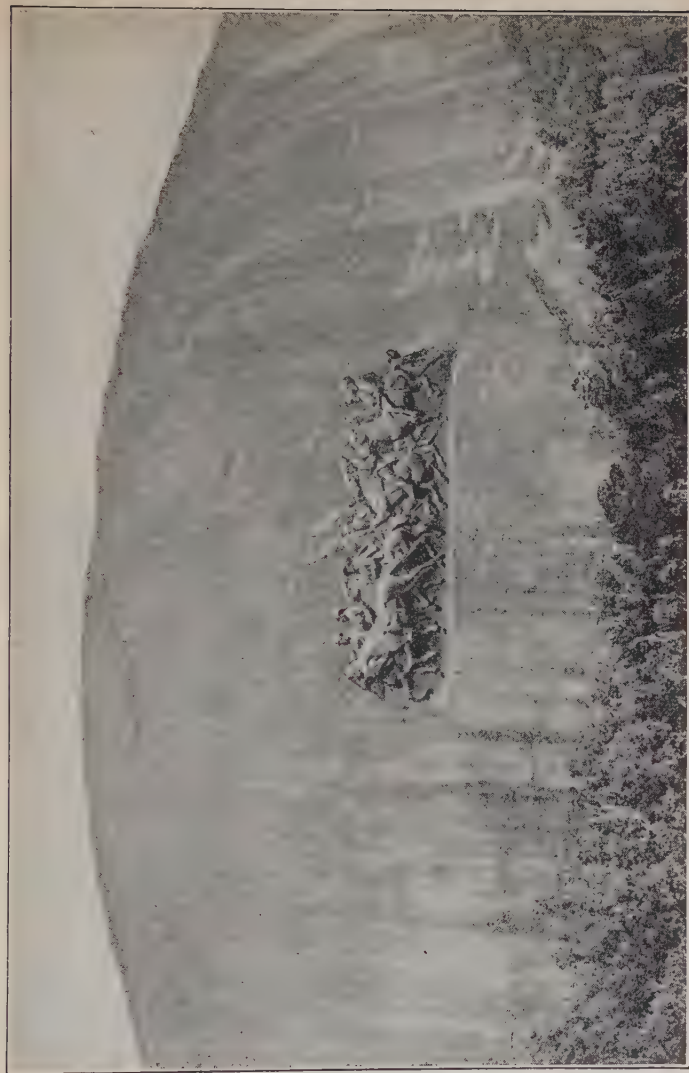
In general, retain in indirect quotations the auxiliary used in the direct quotation, unless a change of tense (*shall* to *should*, *will* to *would*) is required for proper sequence of tenses.

1. Jane says, "I *will* meet them." (Direct statement)
Jane says that she *will* meet them. (Indirect statement)
2. Jane said, "I *will* meet them." (Direct statement)
Jane said that she *would* meet them. (Indirect statement)
3. "Where *shall* I meet you?" he asked. (Direct question)
He asked me where he *should* meet me. (Indirect question)
4. "Will you help us?" they asked. (Direct question)
They asked us whether we *would* help them. (Indirect question)

NOTE 1. When the *first* person with *shall* or *should* in the direct statement is changed to the *second* or *third* person in the indirect statement, *shall* or *should* is retained.

- Robert says, "I *shall* go with you." (Direct statement)
Robert says that he *shall* go with me. (Indirect statement)
Robert said that he *should* go with me. (Indirect statement)

NOTE 2. When the *second* person with *will* or *would* in the direct statement becomes the *first* person in the indirect statement, *will* or *would* is changed to *shall* or *should*.



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1. Mother says, "You *will* be sorry." (Direct statement)
Mother says that I *shall* be sorry. (Indirect statement)
2. Mother said, "You *will* be sorry." (Direct statement)
Mother said that I *should* be sorry. (Indirect statement)

EXERCISE 120

Write sentences in which you change each of the following direct quotations into indirect quotations. Tell whether it is a statement or a question. Observe the proper sequence of tenses. Watch the changes in pronouns and pronominal adjectives.

1. Mother says, "I want you to return promptly."
2. "This canary," said the salesman, "is a good singer."
3. "In which house do you live?" asked my friend.
4. "How long," asked Doris, "do you expect to be gone?"
5. The proprietor said, "Your package will be delivered today."
6. "What are you doing?" father asked me.
7. "Whom have you invited?" inquired my older sister.
8. "When will your guests arrive?" our neighbor asked mother.
9. "They have changed their plans," mother told her.
10. "You may have this book," said the librarian, "for one week."
11. "I will tell you a story tonight," my aunt promised.
12. "Shall I see you at the game?" I asked Marjorie.
13. "We have moved into our new home," Ruth told me.
14. "How many problems have you solved?" asked Fred.
15. "You will never regret your decision," he assured me.

EXERCISE 121

Study the rule for the comma in section 131, 10, and the rule for the use of quotation marks in section 137, 1. Then explain the punctuation of the sentences in Exercise 120 and the sentences that you wrote in the same exercise.

116. Subordinate clauses used as adjectives. Subordinate clauses may be used as adjectives in complex and compound-complex sentences.

1. *Essential, or restrictive, adjective clauses.* If a clause limits or restricts the meaning of a noun or pronoun and is essential

to the meaning of the sentence, it is called an essential clause. An essential adjective clause is not separated from the rest of the sentence by any mark of punctuation.

- a. The man *who spoke last* was Dr. Burleson.
- b. A stone marks the spot *where the treaty was signed*.
- c. The book *for which you asked* is missing.
- d. Have you set the day *when you will move*?
- e. Do you know the reason *why I left early*?

2. *Nonessential, or nonrestrictive, adjective clauses.* An adjective clause which merely adds to the meaning of a sentence but does not modify restrictively a noun or pronoun in the sentence is called a nonessential clause. A nonessential clause is set off from the rest of the sentence by a comma or by commas.

- a. Dr. Burleson, *who was the last speaker*, is a chemist.
- b. Philadelphia, *where the Declaration of Independence was signed*, is a very wealthy city.
- c. Our physician, *who has been away on a vacation*, has returned.
- d. Honesty, *which is becoming rarer in each generation*, is still the best policy.
- e. That old house, *in which I was born*, holds many happy memories for me.

Adjective clauses are introduced by (1) relative pronouns, *who, which, that, but* (= *who . . . not* or *that . . . not*), and *as* (after *such, same, as many, as much, as few, as little*); (2) subordinating conjunctions, *after, before, when, since, where, while, why, whence, whither, wherewith, wherein, whereby, whereon, whereat*.

EXERCISE 122

In the following sentences point out all adjective clauses, tell what noun or pronoun each modifies, and state whether it is an essential or a nonessential clause. Observe the punctuation of each sentence.

1. Nowadays anyone who desires an education can obtain it.
2. Water ~~that~~ is impure often causes serious illness.

3. Water, which is a clear liquid, has many uses.
4. On the day before we left home there came a snowstorm.
5. There is the spot where the Washington Elm once stood.
6. Our guide, who was a French Canadian, was an excellent cook.
7. The room in which I found myself was dark and gloomy.
8. Need I state the reason why I refused your offer?
9. Our nearest neighbor, who was a widow, lived alone.
10. Once more I am in Boston, where I have not been for ten years.
11. The official to whom we applied for a permit was most obliging.
12. I shall never forget the time when I was ill away from home.
13. The poor old man did such work as he could do in his condition.
14. Every hour since I came has been most enjoyable.
15. I earned the money wherewith I obtained a college education.
16. There was no one present but knew the secret already.
17. Our school building, which was completed last year, is attractive and well equipped.
18. The year after she had finished college she spent abroad.
19. You may have such time as you need.
20. Shakespeare, who lived from 1564 to 1616, wrote many plays.

EXERCISE 123

Make five sentences containing essential adjective clauses and five containing nonessential adjective clauses. Underscore the adjective clauses. Punctuate each sentence correctly. (See section 131, 6.)

117. Subordinate clauses used as adverbs. Subordinate clauses may serve as adverbs in complex and compound-complex sentences. An adverbial clause may be used as follows:

1. *To denote time.*

- a. The searchers returned *as we were leaving the house.*
- b. They waited *till the moon rose.*
- c. Has anyone inquired for me *since I left camp?*
- d. The gong rang *before I had finished my examination.*

Introductory words: the subordinating conjunctions *when, while, before, ere, after, since, till, until, as, as soon as, so long as, whenever, whensoever, now that.*

2. To denote place.

- a. They followed the piper *wherever he went*.
- b. The speaker stood *where everyone could see him*.

Introductory words: the subordinating conjunctions *where, wherever, whence, whencesoever, whither, whithersoever*.

3. To denote the manner in which an action is performed.

- a. Manuel prepared the flower bed *as he was told*.
- b. The servant ran *as if she had seen a ghost*.

Introductory words: the subordinating conjunctions *as, as if, as though, however*.

NOTE. The word *like* may be used as an adjective or an adverb, but it is never properly used as a conjunction. Hence do not say, "I acted like I was not surprised," but say, "I acted as if I were not surprised." *Like* used as an adjective or an adverb may be followed by a word or a phrase, but never by a clause. It is correct to say, "The child is like her mother"; "The frightened boy ran like a deer." After the adjective or the adverb *like* the preposition *unto* is implied.

4. To denote cause.

- a. Warm air rises *because it is lighter than cold air*.
- b. *Since moisture was abundant*, the plants grew rapidly.
- c. We were glad *that we had been kind to him*.

Introductory words: the subordinating conjunctions *because, as, since, that, in that, inasmuch as*, and sometimes *for*.

NOTE. A dependent clause denoting actual cause should not be confused with an independent clause of reason, which indicates the evidence from which we draw our conclusion. Compare the italicized clauses in the following sentences: The Greggs became people of wealth *because they saved their money and invested it wisely* (dependent clause of cause). The Greggs must be people of wealth, *for they go abroad every year* (independent clause of reason). (See section 108, 6, Note.)

5. To denote condition.

- a. *If tomorrow is a pleasant day*, we shall go to the country.
- b. It is likely that you will fail, *unless you study*.

- c. We shall start at three o'clock, *provided the car is ready then*.
- d. Suppose you had a dog, what would you do with him?
- e. I should invite her *but that I know she would refuse to come*.

Introductory words: (1) the subordinating conjunctions *if*, *unless* (= *if . . . not*); (2) such phrases as *in case*, *in case that*, *on condition that*, *so that*, *but that* (= *if . . . not*); (3) the participles and phrases *supposing*, *supposing that*, *provided*, *provided that*; (4) such imperative verbs as *suppose*, *let*, *say*. Conditional clauses often begin with a verb in the subjunctive mood, as *were*, *had*, and *should*, and have no introductory word. Example: Should you change your mind, let me know.

6. To denote concession.

- a. *Though we arrived late*, we secured good seats.
- b. *Even if I tell you the truth*, you will not believe me.
- c. *Whether we win or lose*, we are going to do our best.

Introductory words: (1) the subordinating conjunctions *though*, *although*, *even if*, *whether*, *notwithstanding*, *however*; (2) the phrases *notwithstanding that*, *in spite of the fact that*; (3) the compound relative pronouns *whoever*, *whichever*, *whatever*.

7. To denote purpose or anticipated consequence.

- a. I closed the window *in order that the room might remain warm*.
- b. We went to bed early *that we might have more time for sleep*.
- c. Wear your overshoes *lest you get your feet wet*.
- d. Please speak louder *so that we may hear you*.

Introductory words: the subordinating conjunctions *in order that*, *so that*, *that*, *lest* (= *that . . . not*).

8. To denote result or actual consequence.

- a. Frost came so late *that many young plants were injured*.
- b. I never hear the story *that I do not think of my mistake*.
- c. I never hear that story *but I think of my mistake*.

d. Catherine and I were so young then *that we could not appreciate the scenery.*

Introductory words: the subordinating conjunctions *that, so that, but that, but*. *But* is here used as a subordinating conjunction meaning *that . . . not*.

NOTE. Many clauses introduced by *so that* express *degree* as well as result. For example, in sentence *a* above, the italicized clause tells *how late* the frost came; in sentence *d*, it tells *how young* Catherine and I were.

g. *To denote comparison or comparison and degree.*

a. She is as good as *she is beautiful*.

b. My old nurse loved me as dearly as *if I had been her own child*.

c. I go to see her oftener *than I visit anyone else*.

d. The report, *so far as I am concerned*, is false.

e. I will wait for you, *however late you arrive*.

Introductory words: the subordinating conjunctions *as, as if, than, so far as, however*.

EXERCISE 124

In the following sentences point out the adverbial clauses, tell what each denotes, and state what word or words it modifies:

1. When you shake hands, always look the other person in the eye.
2. If the school and the church did not exist, education and religion would quickly decline.
3. No matter how well trained the nurse might be, no one could soothe me as mother could.
4. The dog performed his tricks as if he enjoyed them.
5. We were so tired that we soon fell asleep.
6. The cargo was thrown overboard that the ship might be saved.
7. Have you seen Marjorie since she returned?
8. Please place these plants where they will get more sunshine.
9. As Ralph had measles, the family postponed their trip.
10. Unless you have confidence in yourself, do not try to learn to drive an automobile.
11. Guard well thy tongue lest it sorely wound thee.

12. I sympathize with you more than I censure you.
13. Doris played such a good game that she was chosen captain of the team.
14. All his so-called friends deserted him because he had lost his money.
15. Since he has lost his money, all his so-called friends have deserted him.
16. She rejoiced that her health was improving.
17. Police dogs seem more intelligent than most other breeds are.
18. Treat your classmates as you would have them treat you.
19. They silently crossed themselves as the bell tolled.
20. Do your work so well that you will be ready when a better job is available.

EXERCISE 125

Make two sentences to illustrate each of the nine uses of adverbial clauses. Underscore the adverbial clauses. Punctuate each sentence correctly. (See section 131, 7 and 8.)

EXERCISE 126

In the following sentences point out each subordinate clause and tell whether it is used as a noun, an adjective, or an adverb. If it is a noun clause, explain its use in the sentence; if it is an adjective clause or an adverbial clause, state what word or words it modifies. Observe the punctuation of each sentence.

1. Some people think that speaking is done solely by the voice.
2. Government is something that is supported by the people and kept alive by taxation.
3. Our neighbor sold his wheat as soon as it was harvested.
4. Fortunate it is that self-cultivation in the use of English must come chiefly through speech.
5. He who can say a great deal in a few words is a master of speaking.
6. There was not an article of furniture in the house but was hand-made.
7. They had promised that they would meet us at the train.
8. If we would make our speech effective, we must use words in such a way that people will readily understand them.

9. When those who had lived on the open plains came to the backwoods, they felt as if they were shut in.

10. We cannot know whom we would; and those whom we know we cannot have at our side when we most need them.

11. Whatever America holds that may be of value to posterity will not pass away.

12. When he found a good book, he read so absorbedly that dinner-time came hours before he expected it.

13. We should not forget that every good that is worth possessing must be paid for in strokes of daily effort.

14. It is the custom in civilized countries that men should be courteous to women.

15. He who is never required to do any tasks at home is likely to form habits of idleness that will be difficult to conquer in later life.

16. We learn when we can do a thing better the second time than we did it the first.

17. Statistics prove conclusively that pupils who quit school early can usually enter only blind-alley jobs, where they can earn much less money than their comrades who improve their usefulness by more education.

18. The truth is that he had lived a selfish life.

19. By studying our breathing we learn that we take only a small amount of air into our lungs each time that we breathe.

20. The room was darkened so that the pictures might be shown on the screen.

21. The snowstorm was so severe that all trains were delayed.

22. They live as well as they can on their small income.

23. They were dismayed when they read the notice that the boat would not sail until the next day, because they were strangers in a great foreign city.

24. We walked where the snow lay so deep that it muffled the sound of our footsteps.

25. He who would get the most out of school must cherish the ideal of service.

26. We were told that several summer cottages had been rented.

27. That he should do such a thing surprised his friends.

28. I accepted his explanation, that his train had been late.

29. My greatest concern was that I might sleep too late.

30. The boys marched just as trained soldiers do.

31. Make a note of the assignment lest you forget it.
32. The reporter looked at me as if he did not believe a word that I was saying.
33. Even if they did win, it does not necessarily follow that they have the better team.
34. Benjamin Franklin, who was born in Boston, spent most of his life in Philadelphia.
35. Though Benjamin Franklin was born in Boston, he spent most of his life in Philadelphia.
36. Please stand where every member of the class can see and hear you.
37. Do you know when the doctor will arrive?
38. The great crowd cheered as our quarterback, who had scored the winning touchdown, was carried from the field.
39. The officer watched that he might see where they went.
40. When cider remains exposed to the air for a long time, it becomes vinegar through the action of bacteria.
41. He who would reap must first sow.
42. That she was bored and disgusted was obvious.
43. As soon as I arrive in New York, I will send you a telegram that you may know when you should meet me.
44. Let people think what they may, I intend to do what I consider right.
45. How the surplus may be sold is not a matter for us to decide.
46. Full authority was given those who went as representatives.
47. The runners saved their strength so that they might speed ahead when they came to the last lap of the mile race.
48. The wanderers would tell stories to anyone who would listen to them.
49. When he received the offer, he acted as if he had expected a larger salary.
50. Mother had forgotten where she had left her purse.
51. I have not been informed as to where I shall meet them.
52. I solved as many of the problems as I could.
53. One question, what we should do with the child, continued to worry us.
54. Have you heard who the new teacher is and when she will arrive?
55. The real "fathers" of the automobile are Gottlieb Daimler, the German who made the first successful gasoline engine, and Charles Goodyear, the American who discovered the secret of vulcanizing rubber.

EXERCISE 127

To each of the following subordinate clauses add a principal clause that will make a well-constructed complex sentence. Under-score the principal clause that you have added. Tell whether the subordinate clause, as you have used it in your sentence, performs the function of a noun, an adjective, or an adverb.

1. Who succeeds in school.
2. That has recently been published.
3. If we had not had an experienced guide.
4. Where the old house stood.
5. When the referee's whistle sounded.
6. Why the letter had not been received.
7. That Columbus discovered America.
8. Whom we had seen the day before.
9. Since the new road had been completed.
10. Who the new principal will be.
11. Which we bought last year.
12. Whoever writes the best letter.
13. Because there were no seats left.
14. Whenever his name was mentioned.
15. That Marion is the most popular girl in school.

118. Analysis of complex sentences. A complex sentence should be analyzed as follows:

1. Classify the sentence.
2. Indicate the principal clause and the subordinate clause or clauses.
3. Analyze each clause as if it were a simple sentence, and tell how the clauses are connected.

The models given below illustrate the method of analyzing a complex sentence.

1. *The good that people do lives after them.*

This is a complex declarative sentence. The principal clause is *the good lives after them*; the subordinate clause is *that people do*. The principal clause is arranged in natural order. The complete subject of the sentence is *the good that people do*; the complete predicate is *lives*

after them. The simple subject is the noun *good*, which is modified by the adjective *the* and by the adjective clause *that people do*. The simple predicate is the verb *lives*, which is modified by the adverbial phrase *after them*. The pronoun *them* is the object of the preposition *after*. The subordinate clause, arranged in natural order, reads, *people do that*. The complete subject is *people*; the complete predicate is *do that*. The simple subject is the noun *people*; the simple predicate is the verb *do*, which is completed by the relative pronoun *that*, the direct object, which introduces the clause.

2. *How I wish that I had been a boy!*

This is a complex exclamatory sentence. It is in partly inverted order. Arranged in natural order, it reads, *I wish how that I had been a boy!* The principal clause is the entire sentence; the subordinate clause is *that I had been a boy*. The complete subject of the sentence is *I*; the complete predicate is *wish how that I had been a boy*. The simple subject is the pronoun *I*; the simple predicate is the verb *wish*, which is completed by the clause *that I had been a boy*, the direct object, and is modified by the adverb *how*. The subordinate clause is introduced by the conjunction *that*. The complete subject is *I*; the complete predicate is *had been a boy*. The simple subject is the pronoun *I*; the simple predicate is the verb phrase *had been*, which is completed by the noun *boy*, a predicate nominative. The noun *boy* is modified by the adjective *a*.

3. *His many friends like him because he speaks as he thinks.*

This is a complex declarative sentence. The principal clause is *his many friends like him*; the complex subordinate clause is *because he speaks as he thinks*. The complete subject of the principal clause is *his many friends*; the complete predicate is *like him*. The simple subject is the noun *friends*, which is modified by the adjectives *his* and *many*; the simple predicate is the verb *like*, which is completed by the pronoun *him*, the direct object, and is modified by the complex adverbial clause *because he speaks as he thinks*. The subordinate clause is introduced by the subordinating conjunction *because*. The complete subject is *he*; the complete predicate is *speaks as he thinks*. The simple subject is the pronoun *he*; the simple predicate is the verb *speaks*, which is modified by the adverbial clause *as he thinks*. This second dependent clause is introduced by the subordinating conjunction *as*. The simple subject is the pronoun *he*; the simple predicate is the verb *thinks*.

EXERCISE 128

Analyze twenty or more of the complex sentences in Exercise 126. Analyze also five of the sentences that you made in Exercise 127.

COMPOUND-COMPLEX SENTENCES

119. Elements of a compound-complex sentence. A compound-complex sentence is made by joining a simple sentence and a complex sentence or by joining two complex sentences. It must contain at least two principal clauses and one subordinate clause, and it may contain more.

1. The old fellow answered the questions that I asked him, but he volunteered no additional information.

2. He was a pale, tallowy creature, who had lost two fingers of his left hand; and, though he wore a cutlass, he did not look like a fighter.

120. Analysis of compound-complex sentences. A compound-complex sentence should be analyzed as follows:

1. Classify the sentence.

2. Point out the principal clauses and the subordinate clause or clauses.

3. Analyze each clause as if it were a simple sentence. Tell how the principal clauses are connected, if a connective is used, and how the subordinate clauses are connected with their principal clauses.

EXERCISE 129

Analyze the following compound-complex sentences:

1. Work while you work, and play while you play.

2. Unless you train your body you cannot be an athlete, and unless you train your mind you cannot be a real student.

3. As the man turned to go, I noticed that one sleeve of his coat was empty, and I asked him if he had seen service in the war.

4. There must have been an invalid in the family for whom the house was built, for there was an elevator that ran from the basement to the third floor.

5. Sometimes the cargoes that he brought back he readily sold at his home port ; but at other times, when he found slow sale for his merchandise, he would send his ships on to some other port.

6. All this time I had heard the sound of loud voices from the cabin ; but my mind was so entirely occupied with other thoughts that I hardly noticed it.

INDEPENDENT ELEMENTS IN A SENTENCE

121. Words, phrases, and clauses used independently. A word, phrase, or clause having no grammatical connection with the other parts of the sentence in which it stands is called an *independent element*.

1. *Words used independently.* As independent elements in a sentence, words are used as follows:

a. *As nominative of address.* Examples: (1) *Marion*, what is our assignment? (2) *Sir*, what do you want? (3) Where are you, *John*? (See section 27.)

b. *As nominative of exclamation.* Examples: (1) Poor *Helen*! what will she do now? (2) Unfortunate *I*! that is always my luck. (3) *Money! money!* you do nothing but spend money. (See section 27.)

c. *As interjections.* Examples: (1) *Oh!* did you see that dog? (2) The report, *alas*, is true! (3) *Well*, what shall we do about it? (See Chapter VIII.)

d. *As a parenthetical word.* Examples: (1) What, *indeed*, shall I say? (2) This, *then*, is my answer.

2. *Phrases used independently.* Examples: (1) This rug, *to be sure*, is an American reproduction. (2) *Of course*, I may be wrong. (3) Our recent defeat was no disgrace, *after all*. (See section 106,5.)

3. *Clauses used parenthetically.* Oftentimes a clause is introduced parenthetically into a sentence. Examples: (1) That answer, *I confess*, does not seem correct. (2) The property was, *I suppose*, fully insured?

In analyzing a sentence containing an independent element, simply mention the independent element and proceed with the analysis of the sentence. (See the analysis of the second sentence in section 107.)

EXERCISE 130

In the following sentences point out the words, phrases, and clauses that are used independently or parenthetically. Notice the punctuation. Analyze five of the sentences.

1. Lucky girl! how I envy her!
2. Now, what do you propose to do, girls?
3. Well, what is your decision, sir?
4. Such conduct, I think, is disgraceful.
5. Father, you will be surprised, perhaps, at my request.
6. To my mind, that was a very sensible thing to do.
7. Hurrah! Dan has, at all events, won second place.
8. That tooth, son, will never trouble you again, at any rate.
9. You were well entertained, I hope.
10. Honesty! who are you to talk to me of honesty?

GROUPS OF WORDS THAT ARE NOT SENTENCES

122. Fragments of sentences. A sentence is, as we have learned, the expression of a thought by means of a group of words that can stand alone. It must have a subject and a predicate, expressed or clearly implied.

A *phrase* cannot, therefore, be a sentence, for it does not contain a subject and a predicate. Likewise, a *subordinate clause* cannot be a sentence, for, though it has a subject and a predicate, it cannot stand alone and express a thought.

NOTE. An imperative sentence, though incompletely expressed, is not a fragment of a sentence, for all words that are omitted can be readily and accurately supplied. Examples: (1) Halt! (You halt.) (2) Listen! (You listen to that noise.)

In conversation, too, especially in asking and in answering questions, we use many incompletely expressed, or elliptical, sentences; but these

are not fragments of sentences in meaning, for what has been said immediately before indicates accurately the word or words to be supplied. Note, for example, the following conversation:

"Are you going to the exhibition?"

"Yes."

"When?"

"Saturday."

EXERCISE 131

In the following groups of words tell which are fragments of sentences and which are sentences. With each phrase and subordinate clause use a principal clause that will make a good sentence. Tell whether the sentences that you construct are simple or complex.

- | | |
|-------------------------------|----------------------------------|
| 1. After we left school. | 11. Why we had not seen him. |
| 2. To hear him speak. | 12. To whom he gave the letter. |
| 3. Until I hear from you. | 13. The hunters secured a guide. |
| 4. Where had he been? | 14. Being an ambitious boy. |
| 5. Where he had been. | 15. Whom I greatly admired. |
| 6. While playing baseball. | 16. Having arrived late. |
| 7. Since his arrival. | 17. How he had won the race. |
| 8. From beginning to end. | 18. How hard he studies! |
| 9. When they reached camp. | 19. Which had been found. |
| 10. Having finished the task. | 20. In spite of difficulties. |

123. The period fault. The period fault consists in using a period, before a sentence is complete, to separate from the rest of the sentence a phrase or a subordinate clause. The phrase or subordinate clause thus separated is a fragment of a sentence. The period fault is a serious error in sentence-building, because it tends to confuse the reader.

Right: They refused to turn back, believing that they would soon find their comrades.

Wrong: They refused to turn back. Believing that they would soon find their comrades.

Right: We prized the picture very highly, because it had belonged to one of my great-grandfathers.

Wrong: We prized the picture very highly. Because it had belonged to one of my great-grandfathers.

124. The comma fault. The comma fault consists in using a comma to separate two sentences. Like the period fault, it is a serious error in sentence-building.

Right: Rest and recreation had improved his health. He had been almost an invalid at the beginning of the summer.

Wrong: Rest and recreation had improved his health, he had been almost an invalid at the beginning of the summer.

Sometimes a comma fault results from the use of a comma instead of a semicolon or from the use of a comma without a conjunction to connect the two independent clauses.

Right: We were gaining rapidly on the car ; we could now read the number on the registration plate.

Wrong: We were gaining rapidly on the car, we could now read the number on the registration plate.

Right: I may not win the scholarship, but I shall never know till I try.

Wrong: I may not win the scholarship, I shall never know till I try

EXERCISE 132

Review Test Exercise 42 according to the directions there given

CHAPTER XI

CAPITAL LETTERS, ITALIC LETTERS, AND PUNCTUATION

CAPITAL LETTERS

125. Rules for capitalization. Capitalize each of the following:

1. *The first word of every sentence.* Example: Leisure is the time for doing something useful.

2. *The first word of every direct question.* Example: Then arose the question What shall we do with the goat?

3. *The first word of every quoted sentence.* Example: She said, "You may go when you have finished the task."

NOTE. The second part of a quoted sentence that is broken by an explanation, such as *she said, I replied*, should *not* begin with a capital letter. Example: "You may go," she said, "when you have finished the task." A quoted phrase does *not* begin with a capital letter. Example: Like Mr. Micawber, Uncle Abner was always "waiting for something to turn up."

4. *The first word of a formal statement or a resolution for debate.* Example: *Resolved*, That girls are better students than boys.

5. *The first word of every line of poetry.* Example:

Poems are made by fools like me,
But only God can make a tree.

6. *The pronoun I and the interjection O.* Begin *oh* with a small letter, unless it stands first in a sentence. Examples: (1) O dear me! (2) But oh, the difference to me!

7. *Proper nouns*. Examples: George Washington, San Antonio, France, Canada, Mount Rainier, Lake Superior.

8. *Proper adjectives*. Examples: North American, Texan, English, Shakespearean, Democratic, Republican, Swedish.

NOTE. Proper adjectives used as nouns are capitalized. Example: Students in our school study English, French, German, Spanish, Latin, and Greek. (Do *not* capitalize common nouns used as the names of studies in school; as, *history, science, geography, civics, mathematics, literature, music, art*, and so on.)

9. *Abbreviations of proper nouns and adjectives*. Examples: U. S. A., Calif., Mass., Jan., Eng., Fr., I Cor.

10. *Titles of honor or office*. Titles of honor or office are capitalized when used with a proper name or as a nominative of address, but *not* otherwise. Examples: (1) The crowd cheered Colonel Lindbergh. (2) What is your opinion, Major? (3) The judge conferred with the doctor.

11. *Words denoting family relationship*. Capitalize such words as *aunt, uncle, cousin, grandmother* when they stand before a proper name, but *not* otherwise. Examples: (1) Tell us, Uncle Harry, when Cousin Barbara is coming. (2) I saw mother, father, and grandmother smile.

12. *Names of days, months, and holidays*. Examples: Saturday, November, Thanksgiving, Mardi Gras, July the Fourth.

NOTE. The words *spring, summer, autumn, fall*, and *winter* should not be capitalized unless they are personified.

13. *North, South, East and West*. Names of the points of the compass should be capitalized when they refer to distinct regions, but *not* otherwise. Examples: (1) I was born in the South. (2) The bird flew east.

14. *Important words in phrasal names*. The first word and all other important words in phrases used as proper names should be capitalized. Examples: Frederick the Great, Battle of

Bunker Hill, Republic of France, The Declaration of Independence, University of Wisconsin, Young Women's Christian Association, Museum of Natural History.

NOTE 1. The common noun that forms the second part of certain place names may begin with either a capital or a small letter. Examples: Colorado River (river), Atlantic Ocean (ocean), Main Street (street).

NOTE 2. The common noun in such phrasal names as the following is *not* capitalized: European history, American literature, the Russian language, English composition, Latin grammar, the Danish people.

NOTE 3. Observe that *high school*, *junior high school*, and *senior high school* are never capitalized, except when they are preceded by a proper noun. Examples: (1) I have attended high school one year. (2) I am a student of the Jefferson High School.

15. *Important words in quoted literary titles.* Capitalize the first word and all other important words in *quoted* literary titles. Examples: "The Magazine World," "A Tale of Two Cities," "The Wreck of the Hesperus."

16. *Words referring to the Deity and sacred writings.* God, the Creator, Ruler of the Universe, the Almighty, Providence, the Father, Jehovah, the Bible, the Scriptures, Old Testament.

17. *Salutation in letters.* In salutations capitalize the first word, titles, and nouns. Examples: Dear Sir, My dear Mrs. Wright, Dear Cousin Dorothy, My dear Sirs.

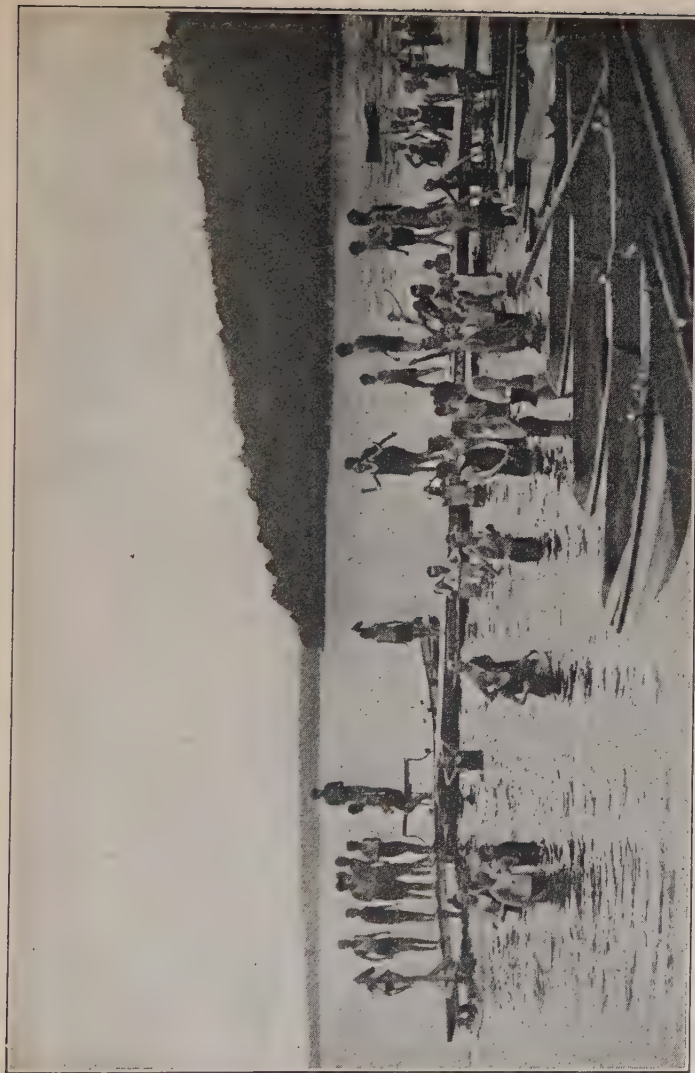
18. *Words personified.* Example: O Time, do not hurry us along so fast.

EXERCISE 133

Come to class prepared to supply capital letters correctly in an exercise that your teacher will dictate to you.

ITALIC LETTERS

126. *Rules for italicizing.* In writing or in typewriting, underline once letters, words, phrases, or other expressions that would be printed in *italic type*. Italicize the following:



VACATION TIME IN MAINE

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1. *Quoted literary titles.* *Quoted* titles of newspapers and magazines are usually italicized, but *quoted* titles of books, plays, stories, essays, and poems are more frequently inclosed in quotation marks. (See section 137, 4.) Examples: (1) Do you read the *Literary Digest*? (2) Father bought a copy of the *New York Times*. (3) I am reading "Treasure Island."

2. *Words to be stressed.* Italicizing is a mechanical means of emphasizing a word or a group of words, but it should not be overworked. (For examples of this use of italics see the second sentence in section 32 and the final sentence in section 50.)

3. *Words mentioned as words.* Examples: (1) You confuse *lie* and *lay*. (2) Dot your *i*'s and cross your *t*'s. (3) Your *w*'s and *n*'s look alike.

4. *Names of ships and airplanes.* Examples: *Leviathan*, *Los Angeles*, *Spirit of St. Louis*.

EXERCISE 134

Capitalize and italicize correctly the following sentences:

1. my cousin is a freshman at leland stanford university.
2. i study english, science, latin, and united states history.
3. in high school i read scott's lady of the lake.
4. i am trying to break myself of the habit of saying sure and absolutely.
5. we spent easter sunday on board the berengaria on our way across the atlantic ocean to new york.
6. "this exercise," said the teacher, "is to be prepared for monday."
7. the judge must decide this question, has the accused man had a fair trial?
8. our grandmother and aunt doris live in salt lake city, utah.
9. my sister spilled some welsh rabbit on a copy of vanity fair.
10. in the summer i visit my uncle, who lives in the east, in plymouth county, massachusetts.
11. can you spell separate and parallel?
12. señorita fernández entertained the students of our high school with several spanish dances.

PUNCTUATION

127. General directions for punctuation. The marks of punctuation, when correctly used, help the reader to get more easily and accurately the meaning of what we have written. The intelligent punctuation of a sentence demands (1) an exact understanding of what we desire to say, (2) a thorough knowledge of the grammatical structure of the sentence, and (3) an accurate knowledge of the rules of punctuation. The following directions will help us to develop skill in punctuating our sentences:

1. Learn the rules of punctuation accurately.
2. Stop frequently in your reading and explain the punctuation of several sentences that you have just read.
3. In *all* your writing make accurate punctuation a habit.
4. Punctuate each sentence as you write it.
5. Have a definite reason for every mark of punctuation that you use. *Remember that unnecessary punctuation or marks incorrectly used will mislead persons who attempt to read your sentences.*

128. The period. Use a period after the following:

1. *Declarative and imperative sentences.* Examples: (1) Vacation will soon be here. (2) Pay close attention to what I say.
2. *Yes and No.* When *Yes* or *No* stands alone as the answer to a question, it is followed by a period.
3. *Abbreviations.* Examples: Y. M. C. A., Mrs., Messrs., Dept., P. S., Sept., No., adv., etc., mdse., agt., ans.
4. *Figures and letters.* Figures and letters indicating the divisions of an outline should be followed by a period unless they are inclosed in parentheses. A period should also follow figures used to number items consecutively arranged in the form of a list.

NOTE. Do *not* place a period or any other mark of punctuation after figures used as page numbers.

5. *Topics in an outline.* A period is required after each sentence topic in an outline, and it is generally used after each phrase topic.

NOTE. Do *not* place a period after a title standing at the head of a composition and centrally spaced on the first page.

129. The question mark. Use a question mark after the following:

1. *Direct questions.* Example: Where do you live?

NOTE 1. A question mark should *not* be used after an indirect question. Example: He asked me where I lived.

NOTE 2. Sometimes a question is not worded in the interrogative order, and then the meaning depends wholly on the question mark at the end. Examples: (1) You are surprised? (2) You do not believe me?

2. *Doubtful statements.* A question mark inclosed in parentheses is sometimes used to indicate doubt as to the accuracy of a statement or a detail in a statement. Example: In 1587(?) Shakespeare went from Stratford to London.

NOTE. Do *not* use a question mark in parentheses in an attempt to be humorous or ironical. *Incorrect:* What a lovely(?) hat that is!

130. The exclamation mark. Use an exclamation mark after the following:

1. *Words, phrases, and sentences.* Words, phrases, and sentences expressing strong emotion, irony, or doubt should be followed by an exclamation mark. Examples: (1) How glad I was to be at home again! (2) That boy a senior! Impossible! (3) What a prompt person you are!

2. *Interjections.* An interjection used alone or employed emphatically in a sentence should be followed by an exclamation mark. Examples: (1) Hurrah! That is splendid news. (2) Good! Ha, ha, ha! I am delighted. (For the use of the comma after mild interjections see section 131, 12.)

EXERCISE 135

In the following sentences supply the necessary periods, question marks, and exclamation marks:

1. Dr Allen C Davis is visiting his sister, Mrs F H Cox
2. "What is the difference," asked the teacher, "between Dr and dr"
3. Alas I should have known better than to take such a risk
4. "What a wonderful day for an outing" said Miss Morley
5. Nonsense I will not listen to another word

EXERCISE 136

Write and punctuate correctly the proper abbreviations of the following words and phrases. If necessary, you may consult your dictionary.

1. Alabama, Colorado, Delaware, Georgia, Indiana, Iowa, Kentucky, Louisiana, Maryland, Missouri, North Carolina, Nebraska, New Hampshire, Ohio, Oklahoma, Oregon, Pennsylvania, Vermont, Wisconsin, West Virginia, West Indies.

2. Bachelor of Arts, Master of Arts, Doctor of Dental Surgery, Member of Congress, Company, collect on delivery, Civil Engineer, before Christ, in the year of our Lord, Madame, Mademoiselle, Monsieur, Messieurs, General, Lieutenant, Colonel, January, postmaster.

3. Adjective, adverb, anonymous, forenoon, noon, afternoon, answer, pages, for example, that is, cents, gallon, dozen, et cetera, pound, compare, barrel, hundredweight, inch.

131. The comma. The following rules govern the use of the comma:

1. *Direct address.* Use a comma or commas to set off from the rest of the sentence words used in direct address. Examples: (1) Owen, you may recite. (2) Where have you been, father? (3) Success, my friend, does not come merely by *wishing* to succeed.

NOTE. The salutation in informal social letters and notes is usually followed by a comma. (For the use of the colon after formal salutations see section 133, 3.)

2. *Explanatory or appositive words and phrases.* Use commas or a comma to set off from the rest of the sentence explanatory or appositive words and phrases. Examples: (1) Julius, our janitor, has lived an interesting life. (2) Sodium bicarbonate, or baking soda, has many uses. (3) Yonder is Dr. Evans, our school physician.

NOTE. Appositive words that form a part of a name or are mentioned only as words should not be set off by a comma or commas. Examples: (1) William the Conqueror was a Norman. (2) The word *knave* has an interesting history. (3) The expression *I'll tell the world* is slang.

3. *Limiting or identifying words and figures.* Use a comma or commas to set off from the rest of the sentence words and groups of figures used to limit or identify a preceding word or expression. This rule applies to the writing of (1) dates, (2) addresses and geographical names, and (3) names of persons when the title follows. Examples: (1) On April 19, 1878, my father was born in Seattle, Washington. (2) Charles Briggs, Jr., wrote a letter to Lawrence Boynton, Esq.

4. *Words, phrases, or clauses in a series.* In a series of words, phrases, or clauses, if the conjunctions are omitted except between the last two, place a comma after each member of the series *except the last*. Examples: (1) For your next assignment study sections 122, 123, and 124. (2) Mother bought beets, carrots, potatoes, apples, and oranges from the grocer. (3) I collected the information for my talk from newspapers, from magazines, and from reference books. (4) I have not heard where they are going, when they will leave, or how long they will be gone.

NOTE 1. In a series of adjectives modifying *directly* the same noun, place a comma after each adjective in the series *except the last*. But if each adjective modifies the group of words following it, or if the adjectives are connected by conjunctions, use no commas. Examples: (1) My father is a jovial, generous, even-tempered man. (2) In our

attic is a large old leather trunk. (3) She was tall and slender and graceful.

NOTE 2. Use a comma to set off pairs of words or phrases used in a series. Examples: (1) The holiday crowd included men and women, boys and girls, natives and foreigners. (2) In sickness or in health, in prosperity or in adversity, he was uniformly optimistic.

5. *Parenthetical words and expressions.* Set off with commas words, phrases, or clauses that are not connected grammatically with the sentence. Among the more common parenthetical words and expressions are *however, moreover, besides, furthermore, perhaps, in fact, of course, in addition, for example, for instance, no doubt, in short, to be sure, it is true, we have heard, it is reported, it is said, I suppose, I believe, it seems*. Examples: (1) He was not convinced, however, by what I said. (2) The result will depend, of course, on how hard you work.

6. *Nonrestrictive words, phrases, and clauses.* Set off with a comma or commas a word, phrase, or clause that is not grammatically necessary to the sentence in which it stands. Such a word, phrase, or clause adds to the meaning of the sentence and is oftentimes a loose modifier of some word, but it may be omitted without affecting the sense of the rest of the sentence. Examples: (1) Miss Ames was, indeed, an excellent teacher. (2) My older brother, being obliged to work his way through college, had no time for athletics. (3) Her conscience, which had driven her almost insane ever since the crime had been committed, forced her to confess that she was guilty. (4) During the epidemic, while all the schools were closed, students were not admitted to any of the theaters.

NOTE. Do *not* set off with a comma or commas a restrictive phrase or clause, for such a phrase or clause is *essential* to the meaning of the sentence and therefore cannot be omitted. Examples: (1) The dog lying before the fire is a fox terrier. (2) A person who tells you a secret should not be trusted with *your* secret. (3) The seat that I occupied was uncomfortable. (4) We saw them soon after they returned.

7. *Introductory words, phrases, and clauses.* Separate from the rest of the sentence with a comma an introductory *participial* phrase or an introductory clause, unless it is very short and closely connected with the clause that follows. An introductory word or a *prepositional* phrase may be followed by a comma if clearness demands its use. Examples: (1) Having nothing better to do, I played a game of cribbage with my brother. (2) Who the man may have been, I have not the faintest idea. (3) When spring comes and the birds return, I am happy once more. (4) Well, what are you going to do about it? (5) In the presence of the adored Katrina, Ichabod could find nothing to say.

8. *Terminal phrases and clauses.* Separate from the rest of the sentence with a comma participial phrases and adverbial clauses expressing additional ideas and placed last in the sentence. Examples: (1) At the end of the month we left, there being no further need of our services. (2) I always sleep with my flashlight under my pillow, where it is easily accessible.

9. *Coördinate clauses connected by a simple conjunction.* Use a comma to separate the clauses of a compound sentence, *provided the clauses are connected by one of the simple conjunctions (and, but, or, nor, for) and are reasonably short*; otherwise use a semicolon (see section 132, 2, Note). Examples: (1) The library has received three hundred new books, and several of them will be placed on the open shelf next week. (2) Most of the tickets have been sold, but there are still a few good seats left.

NOTE 1. If the clauses are very short and are closely related in thought, the comma may be omitted. Example: On New Year's Night the whistles were blown and the bells were rung.

NOTE 2. Coördinate dependent clauses that are short but not closely connected in thought are often separated by a comma. Example: Our visitor, who was a retired sea captain, and who now conducted an antique shop, told us many interesting stories.

10. *Direct quotations.* Use a comma or commas to separate a direct quotation from the rest of the sentence, unless some other mark of punctuation is required. Examples: (1) "I was sent to meet you," he said. (2) He said, "I was sent to meet you." (3) "I was sent," he said, "to meet you." (4) "When did they arrive?" she asked. (5) She asked, "When did they arrive?" (6) "When," she asked, "did they arrive?"

NOTE 1. Observe that in sentence (4) no comma is used after the question mark.

NOTE 2. Do *not* use a comma before an indirect quotation. Examples: (1) He said that he had been sent to meet me. (2) She asked me when they had arrived.

11. *Omission of important words.* Use a comma to indicate the omission of important words that are clearly implied. Examples: (1) My home is in Springfield; my cousin's, in St. Louis. (2) One of my brothers is a lawyer; the other, an actor.

12. *Mild interjections.* After a mild interjection use a comma instead of an exclamation mark. Examples: (1) Oh, that is a small matter. (2) Why, where have you been?

EXERCISE 137

In the following exercise supply the necessary commas and give the rule that governs the use of each:

1. Mr. Ross the lawyer is waiting to see you.
2. I was graduated from the McKinley High School Barrington Montana June 7 1928.
3. A factory foreman does not want sickly workmen; a football coach anæmic players; a department store manager disabled clerks.
4. In order that he may do his part fully the socially efficient person should have good health.
5. Commencement Day finally arrived and the class eagerly awaited the awarding of the prizes.
6. There were two girls Mary and Ruth who had just about the same chances of winning the cup.

7. Both had ability in all the school sports both were helpful in organizing them and both had been captains of the teams.

8. Ruth's sportsmanship her ambition her helpfulness and her conscientious work won the cup.

9. Happy over her triumph she resolved that she would do her best to be worthy of representing her school on the college teams.

10. Students seem more friendly when freed from classroom duties they take part in sports together.

11. Without looking up Mary Helen asked "What do you want Bill?"

12. The greatest demand for gas comes on Monday washday and the least on Thursday maid's day out.

13. Let this discouragement if such it is act as a spur to better efforts.

14. The humorous section however holds the greatest interest for most readers.

15. Ah no the present freshman class is just as loyal as the classes of former years.

16. The dignity that is a senior's was forgotten if not lost when the Class of 1928 met just to have a good time at their reception on Friday evening April 27.

17. The illustrated lecture was given by Mr. Dean who at the close answered questions and discussed the making of photographic film.

18. "Well boys what have you been doing?" asked the principal.

19. The students of our school are ambitious loyal and progressive boys and girls.

20. For hours we waited anxiously wondering what had become of the fliers.

21. The boy who met us at the door was a fat red-haired freckle-faced youngster.

22. The comedian wore a battered brown derby hat and a bright-red Windsor tie.

23. The room was warm and cheerful a bright fire roaring in the fireplace.

24. Ever since I have been careful not to judge by appearances.

25. Though I do not believe in spiritualism the medium told me many things that were true and that have later come true.

26. Summer and winter hot or cold wet or dry the postman must deliver the mail every day.

27. There he stood giant that he was trembling with fear.

28. "If you go" replied my father "you go at your own risk."

29. Our first stop on our trip to Concord was at Lexington where we visited the Hancock House.

30. A little white-haired old lady stared up at the scarred unshaven face and ragged figure before her.

31. In the auditorium is our new phonograph which was recently bought by the students of our school.

32. Dick Spencer was elected captain but Bob Andrews who has played on the team for three years should have been chosen.

33. After employing two Seminole guides the party set out carrying with them two canoes for future use.

34. Do not say that our football team has struggled in vain for we have an excellent chance of winning the booby prize.

35. The orchestra ceased playing and up went the curtain revealing a scene that I shall not soon forget.

132. The semicolon. The semicolon should never be placed between an independent and a dependent clause, or between a clause and a phrase. The following rules govern the use of the semicolon:

1. *Coördinate clauses in a compound sentence not connected by a conjunction.* In general, use a semicolon between the clauses of a compound sentence when they are *not* connected by a conjunction. Examples: (1) The practice of writing develops the power to think; it trains the mind for all its work. (2) Ralph had never seen so great an expanse of country before; he stood and gazed in wonder.

2. *Coördinate clauses in a compound sentence connected by a conjunction.* Use a semicolon between the clauses of a compound sentence when they are joined by the conjunctions *however, moreover, therefore, hence, notwithstanding, nevertheless, also, yet, still, furthermore, so, then*; or when they are joined by the conjunctive adverbs *likewise, otherwise, accordingly, consequently, besides*. Sometimes a comma follows the conjunction or conjunctive adverb. Examples: (1) I had been absent only three days; nevertheless, though the weather was

fine, my companions had become uneasy about my return.
(2) It was no affair of mine, I thought ; besides, it was difficult to know what to do.

NOTE. Use a semicolon between clauses of a compound sentence connected by one of the simple conjunctions (*and, but, or, nor, for*), provided the clauses are somewhat long or are internally punctuated with commas. Examples: (1) Tom had leaped at the sound, like a horse at the spur ; but Silver had not winked an eye. (2) Three men ran together, hand in hand ; and I made out, even through the mist, that the middle man of this trio was the blind beggar.

3. *Introductory expressions.* When the second clause of a compound sentence explains or illustrates the first and is introduced by *namely, thus, as, for example, for instance, that is, i.e., e.g., viz.*, the introductory word or expression is generally preceded by a semicolon and followed by a comma. Example: A human-interest story does not present news ; that is, it does not try to tell the reader about some current event.

NOTE. If only a word or a phrase follows the introductory word or expression, a comma may be used in place of the semicolon. Example: According to the meaning that they express, sentences are of four kinds, namely, declarative, imperative, interrogative, and exclamatory.

EXERCISE 138

In the following exercise give the rule governing the use of each comma and semicolon :

1. The shore was deserted ; no one had seen the two boys.
2. Henry did not know what to do ; he thought of running, but with an effort he restrained himself.
3. Another voice answered ; and then the first voice, which I now recognized to be Silver's, once more took up the story.
4. The captain spun round on his heel and fronted us ; all the brown had gone out of his face, and even his nose was blue.
5. Even he, perhaps, had been doubtful as to the crew, but that is only a guess ; for, as you shall hear, we had not long the benefit of his opinion.

6. "Come, Bill, you know me ; you know an old shipmate," said the stranger.

7. I was dead tired, as you may fancy ; and when I got to sleep, which was not till after a great deal of tossing, I slept like a log.

8. I was gaining rapidly on the schooner ; I could see the brass glisten on the tiller as it banged about ; and still no one appeared upon the deck.

9. Before a writer goes very far in telling a story, he should raise the narrative question, that is, set the reader to guessing as to what will happen in the end.

10. The airplane came downward in wide spirals ; however, it presently straightened out, and with effortless speed flew away over the horizon.

EXERCISE 139

In the following exercise supply all necessary commas and semicolons, and give the rule for each mark used :

1. Most of us must rest content to be artisans we cannot aspire to be artists.

2. This sentence is compound that is it contains two independent clauses.

3. The fame of other lands had reached them the name of the Eternal City rang in their ears they were not colonists but pilgrims.

4. The writer plunges into the middle of his story he captures his reader's attention and then he returns to things that would be put first if the story were told in chronological order.

5. The writer may invent such a character as never existed however he must make that character do what such a person would naturally do.

6. If the verbs of a story are vivid the story is vivid if they are lifeless the story is flat.

7. Journalistic writing is just the plainest most unassuming kind of English composition it is simply the use of the English language to tell what is going on in the world.

8. He was a very courteous yet absent-minded man for instance I once heard him apologize to a desk for having bumped against it.

9. Dr. Livesey was by this time across the stockade and pretty near the cook and I could hear the alteration in his voice as he said "It is not Jim?"

10. He was plainly blind for he tapped before him with a stick and wore a great green shade over his eyes.

133. The colon. The colon is a mark of anticipation; that is, it is usually placed before a group of words, phrases, clauses, or sentences which have been introduced by the expression that has preceded. The following rules govern the use of the colon:

1. *Long quotations, formal statements, and lists of items.* Use a colon after introductory expressions which precede long quotations, formal statements, and lists of items. Usually the introductory expression contains some such phrase as *the following, as follows, in the following manner, in this way, for this reason*; but sometimes the phrase is merely implied. Example: Mrs. Wendell, president of the club, spoke as follows: "It gives me great pleasure . . ." (For other illustrations see the instructions preceding a number of exercises in this book.)

2. *An explanation or an illustration.* Use a colon to separate the two parts of a sentence if the second part explains or illustrates the first part, provided the second part is not introduced by *namely, for example, that is*, etc. (see section 132, 3 and Note). Example: In learning to drive an automobile, the beginner will have a few accidents: he may run up on the sidewalk in making a left turn; he may forget that he parked near a tree and back into it; or he may break a few garage doors while trying to make a graceful entrance or exit.

3. *Formal salutations.* Use a colon after the salutation that begins a formal social letter, a business letter, or a formal address. Examples: (1) My dear Sir: (2) Dear Mrs. Burleson: (3) Ladies and Gentlemen: I have been asked to speak to you on this occasion, etc.

EXERCISE 140

In the following exercise give the rule governing the use of each comma, semicolon, and colon used:

1. Provide yourselves with the following writing materials: a pad of theme paper, a pen, a bottle of blue-black ink, a blotter, and an eraser.

2. There are, in general, two kinds of sport writing: (1) the reporting of contests, and (2) the discussion of various conditions in the athletic world.

3. The kinds of work to be done by the editorial staff of a school paper are the following: (1) writing articles, (2) editing articles and writing headlines, (3) keeping track of copy and reading proof, and (4) making up the paper into page form.

4. Obviously there are three main methods of portraying character: to tell what the person does; to tell what he thinks or believes; and to name his characteristics.

5. An interview is a report of a conversation between a public man and a reporter: it is usually the man's answers to a series of questions asked by the reporter.

134. The dash. The dash should be used accurately, not as a substitute for some other mark of punctuation. Observe the following rules:

1. *Change in the construction of a sentence.* Use a dash to indicate an abrupt change in the structure of a sentence. Example: Yesterday I met one of your friends, a Mr.—what was the man's name?

2. *Summarizing expressions.* Use a dash to separate an informal enumeration from the expression that summarizes the thought contained in the enumeration. Example: Light, air, food, heat, and moisture—these are the five essentials of life.

3. *Terminal words and expressions.* Loosely attached words and expressions following an apparently complete sentence are usually preceded by a dash. Examples: (1) Frances is exactly my age—fifteen. (2) He was the strongest man I ever saw—a modern Hercules. (3) I will never give my consent—never!

4. *Appositive and parenthetical expressions.* Two dashes are sometimes used to set off appositive and parenthetical expressions loosely introduced into a sentence. (See section 131, 2; also section 135, 1.) Examples: (1) Her most cherished possessions—her books, her flowers, and her pets—were the only

companions she desired in her old age. (2) This Oriental furniture—all of which was brought from China by my great-uncle—is to be sold at auction next Thursday.

EXERCISE 141

In the following exercise supply all necessary dashes, as well as other marks of punctuation, and give the rule for each mark supplied:

1. In 1867 Stevenson Louis as his friends called him entered Edinburgh University.

2. Seemingly she had everything to make one happy a loving family hosts of devoted friends good health a comfortable home and an assured income.

3. The story of "Treasure Island" sprang full-armed with cutlass and pistol from a map of an island set in the silver sea.

4. The more we told of our troubles the more man woman and child they clung to the shelter of their houses.

5. In three weeks' time three weeks two weeks ten days we'll have the best ship sir and the choicest crew in England.

6. After a long search a search lasting three days we found him lying on a bunk in a deserted mining camp dead.

7. I was just going to tell you bless me what was it I was going to tell you?

8. Angling is something like poetry a man must be born to it.

9. The inscription mentions his age at the time of his death fifty-three years.

10. "Ay" said the baron plucking up spirit "but wait until tomorrow tomorrow you shall take your bride to the cathedral."

135. Parentheses. The following rules govern the use of marks of parenthesis:

1. *Explanatory words, phrases, and clauses.* Use parentheses to set off explanatory words, phrases, and clauses loosely included in a sentence, unless commas or dashes seem preferable. (See section 131, 2 and 5; also section 134, 4.) Examples: (1) What explanation (if any) can you offer? (2) Then he

began to make excuses (I had expected that he would), but I remained firm in my demands.

NOTE. Do not use any other mark of punctuation with parentheses, unless (as in the second example above) it is required.

2. *Figures, signs, letters, and dates.* Inclose in parentheses figures, signs, letters, and dates inserted in a sentence. Examples: (1) In typewriting, a dash (—) consists of two hyphens (--). (2) Thomas Jefferson (1743–1826) was the third president of the United States.

136. Brackets. Use brackets to inclose explanations, comments, corrections, queries, criticisms, or directions inserted in a piece of writing by some other person than the original author. Examples: (1) That was his [Bret Harte's] first introduction to California. (2) In the year 1734 [actually 1733] the first edition of the book was published.

EXERCISE 142

In the following exercise supply parentheses and brackets, as well as all other necessary punctuation, and give the rule for each mark supplied:

1. That rare old book there are only three other copies of the first edition in existence was given the college library by my uncle.

2. I met them Miss Nugent and her mother at a hotel in Florida.

3. Come into the library. It's the only room in the whole house a most uncomfortable old castle I assure you that has any heat in it.

4. Ladies and Gentlemen All that is left for me to say I can say in three words "I thank you." Applause.

5. His home city St. Louis declared a holiday in honor of this its most famous citizen.

137. Quotation marks. Observe the following rules for the use of quotation marks:

1. *Direct quotations.* Inclose a direct quotation in quotation marks. Examples: (1) "How well you look!" exclaimed my

mother. (2) "Can anyone in this class," inquired the lecturer, "tell me what causes the aurora borealis?" (3) "Well, that is no disgrace," he continued, after a pause. "No one has ever yet discovered the real cause."

NOTE 1. Do not inclose an indirect quotation in quotation marks. Example: The lecturer asked whether anyone in the class could tell what caused the aurora borealis.

NOTE 2. Observe closely the punctuation before and after explanatory statements, such as *exclaimed my mother*, *inquired the lecturer*, *he said*, *she replied*, *I asked*. (See section 131, 10.)

2. *Quotation within a quotation*. Use single quotation marks to inclose a quotation within a quotation. Example: "Yes," said Anne, "when I told her that, she replied, 'You are mistaken.'"

3. *Long quotations*. In a long quotation, such as a speech or a letter consisting of several paragraphs, use quotation marks at the beginning of each paragraph, but at the end of the last only.

4. *Titles*. Use quotation marks to inclose the *quoted* title of (1) any division of a book or other publication, as, a chapter, a story, a poem, an essay, or an article; (2) a single musical composition; (3) a picture; or (4) a statue. The *quoted* title of a book may be inclosed in quotation marks, or, like the *quoted* title of a newspaper or a magazine, it may be indicated by the use of italic letters (see section 126, 1). Examples: (1) Have you read "The Hike that Failed" in *Boys' Life*? (2) I shall always remember how proud I was when I learned to play "The Flower Song."

5. *Nicknames and slang words*. By inclosing nicknames and slang words in quotation marks, a writer shows that he is conscious of their inferiority to the other words in his sentences and thus attempts to apologize for using them. Examples: (1) "Red" Snyder and "Tubby" Ford have become desperate rivals. (2) "Tubby" says that "Peg" Haynes is a "gold-digger."



A CANADIAN RUG-MAKER

EXERCISE 143

In the following exercise supply quotation marks, as well as other necessary punctuation, and give the rule for each mark supplied :

1. Draw down the blind Jim whispered my mother they might come and watch outside.

2. My dear said my mother suddenly take the money and run on. I'm going to faint.

3. Well squire said Dr Livesey I don't put much faith in your discoveries as a general thing but I will say this John Silver suits me.

4. We had invited a company of friends in for dinner said our hostess and our cook became ill or said she was ill and left us.

5. Why asked the baron can you not send someone in your place?

6. Did you ever hear Edwin Markham read The Man with the Hoe he asked.

7. In our schoolroom hangs a copy of The Jester which was painted by Frans Hals.

8. Bugs Johnson says he thinks Goldsmith's comedy She Stoops to Conquer is a knock-out.

9. That does not answer my question replied the principal for I asked Where were you yesterday?

10. Oh of course if you want to go I'll take you he replied All the same you know how I hate recitals I'd rather not.

EXERCISE 144

Write two sentences to illustrate each use of quotation marks.

138. The apostrophe. Use the apostrophe as follows:

1. *Possessive case.* Use an apostrophe to indicate the possessive case. Examples: (1) George's, woman's, crowd's, children's, princess's. (2) One's, another's, others'.

NOTE. The possessive pronouns *ours*, *yours*, *hers*, *its*, *theirs*, and *whose* should never be written with an apostrophe.

2. *Contractions.* Use an apostrophe to mark the omission of a letter, letters, or figures. Examples: (1) o'clock, can't, we've, I'm, it's (= *it is*), who's (= *who is*). (2) The Class of '28.

3. *Plural of letters and figures.* Use an apostrophe and an s to form the plural of letters and figures. Examples: (1) Mind your *p's* and *q's*. (2) Your *7's* resemble your *9's*.

139. The hyphen. Use a hyphen (1) to connect the parts of certain compound words and noun phrases; as, *self-made*, *bull's-eye*, *self-preservation*, *forget-me-not*, *son-in-law*, *jack-o'-lantern*; (2) to indicate the division of a word into syllables; as, *in-ev-i-ta-ble*, *con-sti-tu-tion*.

140. The caret. Use a caret to indicate the unintentional omission of a word or a group of words in a line of manuscript. Place the caret at the point in the line where the omission occurs and write the omitted word or words above the line at this point.

141. Points. Points are used to indicate that portions of material have been omitted from a quotation. Example: There was general agreement that the speaker . . . had chosen his subject wisely.

EXERCISE 145

Review for further practice in capitalization and punctuation Test Exercises 40 and 41.

EXERCISE 146

Review for further practice in paragraphing and punctuating conversation Test Exercise 49.

EXERCISE 147

Account for all capitalization, italicizing, and punctuation in exercises and paragraphs that your teacher may assign you in other parts of this book.

EXERCISE 148

Write two or more passages that your teacher will dictate to you in class. Try to use all necessary capitals, italics, and marks of punctuation as you write each sentence.

CHAPTER XII

SENTENCE REVISION

142. Five essentials of good sentences. Good sentences must be correct, complete, clear, effective, and pleasing. Many of the sentences that we write fail to satisfy one or more of these requirements, but by skillful revising we may improve them. The making of a good sentence, or the remaking of a poor one into a good one, demands an accurate knowledge of the rules of sentence composition; it cannot be done by guesswork. It is the purpose of this chapter, therefore, to point out some of the ways in which good sentences are made and to show how faulty sentences may be improved through intelligent revision.

MAKING SENTENCES CORRECT

143. Requirements of correctness. To be correct, a sentence must be constructed according to the established rules of grammar and the rules governing capitalization, punctuation, spelling, and the use of words. Before we can apply these rules in making and remaking sentences, we must know them.

Since each sentence that we write, whether it is simple, compound, or complex, involves several rules, we should not attempt to apply them all at once in testing and in revising the sentence. Until we have developed greater skill in the construction of sentences, we should concentrate our attention on one point at a time. The questions given below will provide us with a definite system of procedure. The thorough and accurate revision of our sentences will teach us how to avoid many errors

and thus enable us to construct more good sentences. To make sure that we understand the rules and principles involved in each of the following questions, we should review the sections indicated until we know them.

1. *Grammatical correctness.* *a.* Is the group of words really a sentence? (Sections 122, 123, 124)

b. Do the subject and the predicate verb agree in person and in number? (Section 56)

c. Is each pronoun in the right case? (Sections 34, 35, 36, 37, 45, 82, 94, 102)

d. Is the possessive rightly used? (Sections 30; 44, 1, Note 4)

e. Are all possessives correctly written? (Sections 26; 35; 37, 3; 42; 44, 1, Note 4)

f. Do all pronouns properly agree with their antecedents? (Sections 32; 43; 45; 93; 94, 1)

g. Does the right case form of the substantive follow the verb *be*? (Sections 27; 34; 50; 66, 2; 94, 1; 102, 2)

h. Has the right verb been used? (Section 66, 6)

i. Has the proper tense form been used? (Sections 66, 3 and 7)

j. Has the right auxiliary been used? (Sections 64; 65; 66, 5)

k. Has the right mood form been used? (Sections 60; 61; 62; 63; 66, 4)

l. Is there proper sequence of tenses? (Sections 94, 2; 98, 3; 114)

m. Are adjectives and adverbs used correctly? (Sections 73, 74, 75)

n. Does the sentence contain a double negative? (Section 76)

o. Are prepositions correctly used? (Sections 81, 82)

p. Are all conjunctions rightly chosen and properly placed? (Sections 84, 85)

q. Are infinitives, participles, and gerunds attached to the words to which they are intended to refer? (Sections 94, 3; 98, 4; 102, 3)

2. *Correctness of capitalization and punctuation.* a. Have all words requiring capital letters been capitalized? Are any words wrongly capitalized? (Section 125)

b. Is the sentence correctly punctuated? (Sections 127-141)

3. *Correctness of spelling.* a. Are any words misspelled? (Sections 274-275, and the dictionary)

b. If any words have been divided at the end of a line, is the syllabic division correct?

4. *Correctness in the use of words.* a. Are there any errors in the use of words? (Sections 263-264)

b. Would a synonym of any word used be better? (Section 255, 3)

EXERCISE 149

Let us suppose that the following faulty sentences have been taken from your compositions. Using the questions given above, revise each sentence thoroughly. If you are in doubt as to any point, consult the section or sections cited after each question, or other sections of the book.

1. The horse acted like he was frightened at something.

2. Each one of the farmers told us they would notify us when the berries was ready to be picked.

3. Mother asked father if he objects to Dorothy taking dancing lessons.

4. After a day spent out of doors we all slept good and felt finely the next morning.

5. In getting out of the car the pocket of his coat was tore.

6. The lecturer told us of some queer customs they have in china.

7. I never ate any of these sort of apples before.

8. While the robber was going through the house I laid perfectly still.

9. We arrived at the theater earlier than anybody.

10. Christmas celebrations in Russia are very different than those in the United States.

11. The lonely little woman talked to Gertrude and I for a long time.

12. There was a tennis court in back of our house.

13. I knew directly I heard Sport barking said Tom that you was coming up the driveway.

14. When they had all ate they went in the living-room.

15. We all wondered if the man who we saw approaching was him?

16. A meeting was called for the following Tuesday and all the members was notified.

17. Don't you think Marjorie is the prettiest of the twins, she asked me?

18. The trees' tops had been broke off by the last ice storm.

19. If you are looking for the manager thats him standing over there, said the workman.

20. Its me you want to see, is it? growled the manager.

21. He told John and myself that he had'nt no work for us.

22. Have any one of you been exposed to mumps, Mrs. Adams ask us.

23. If anybody is late we shall not wait for them.

24. Every morning she would lay in bed and wait for mother to call her.

25. Neither Margaret or him were responsible for the accident.

26. He acted so queer we suspicioned something was wrong.

27. I told him if I was him I would try to get a vacation job.

28. Let's us pretend its a birthday present, suggested Doris.

29. There was three prizes to be given to the winners.

30. We ask the principal if we could interview him.

31. Wasn't you scared when he told you to come in his office.

32. It was the roundest and most perfect apple I had ever seen.

33. If that had been them they would have waved to us, I said.

34. When I come downstairs every one of the family begun to tease me about my long trousers.

35. Poor Frank it seemed that none of his experiences never learned him anything.

36. Miss Comstock will I be promoted? asked Eleanor.

37. The following night the indians attackted the little settlement and slayed nine of the inhabitants.

38. Now whom do you suppose I am, asked the queer little man?

39. Every one of the girls gave me their promise that they would not tell anyone.

40. I was not afraid of measles, I told her, for I had had them.

41. With Marion and I the baby always seemed perfectly contented.

42. While I was reading, having entirely forgotten mother's orders, so interested had I become in the novel.
43. I asked father whom he thought would be elected on Tuesday.
44. Don't Miss Evans sing beautiful! sighed Catherine.
45. Mount Everest is the highest of any mountain in the world.
46. I have never liked mathematics because they were always hard for me.
47. Where the other members of our party had gone to we could not imagine.
48. The following day was as cold if not colder than the day before but afterwards the weather became some warmer.
49. We will never have a finer day for a picnic said my father.
50. Everybody acted like they were real glad to see me.
51. If I was you, I said to her, I would accept of his apology.
52. Neither of his parents have ever learned to speak English.
53. There was never any misunderstanding between Donald and I.
54. Having been injured in an automobile accident just the day before the game and being in the hospital.
55. We should have liked to have attended the game if we had been able to secure tickets.

MAKING SENTENCES COMPLETE

144. Incomplete sentences. A sentence should express one *complete* thought. Violations of this requirement are of two kinds: (1) the divided sentence and (2) the divided sentence-thought.

1. *The divided sentence.* When a period is carelessly placed within a sentence and the word following the period is capitalized, the sentence is divided and completeness is violated. This error is called the *period fault*. (See section 123.) The portion of the sentence following the period is usually a phrase or a dependent clause and is therefore only a fragment of a sentence, which cannot stand alone.

Wrong: I asked him for his pen. Mine having gone dry.

Right: I asked him for his pen, mine having gone dry.

Wrong: I asked him for his pen. As mine had gone dry.

Right: I asked him for his pen, as mine had gone dry.

2. *The divided sentence-thought.* Frequently a single sentence-thought is improperly expressed by means of two or more short simple sentences that together state only one complete thought.

Wrong: She stood at the window. She watched for him eagerly.

Right: Standing at the window, she watched for him eagerly.

Wrong: The day was cold. It was dark and rainy also

Right: The day was cold, dark, and rainy.

Do not use two or more short simple sentences to express a single sentence-thought.

EXERCISE 150

In the following exercise tell which are complete sentences and which are divided. Make each divided sentence into a good complete sentence.

1. Once more we were back at our old home. Which we had not visited for ten years.

2. Having read the book, I prepared to write my report.

3. At daybreak they left camp. In spite of all that we could do to prevent their going.

4. We felt hurt at their lack of appreciation. After we had done all that we could to make their visit enjoyable.

5. They were in great danger. Their car having stopped on the railroad track just at the time that the train was due.

6. We returned sooner than we had expected. Because we heard that someone had broken into our house.

7. All bills were mailed on Friday. That being the last day of the month.

8. The man who greeted me was not a stranger. But someone whom I had known all my life.

9. What the trouble might be, I could not imagine.

10. On the doorstep I found my cap. Where it had lain all night

EXERCISE 151

Each of the following groups of simple sentences expresses only a single sentence-thought. In each group pick out the simple sentence that seems to contain the most important idea, and then join with it the ideas contained in the other sentences by making each a phrase or a clause. Try to avoid making any compound sentences.

1. Our athletes were well trained. They won the meet.
2. We went skating. The dog followed us.
3. The ship was wrecked. No lives were lost.
4. You will prepare your lessons. You may go with me.
5. We visited Aunt Eleanor. We missed Uncle Henry.
6. I was reading "Silas Marner." It is a novel. George Eliot wrote it.
7. We saw a black swan. It was swimming on the pond. The pond is in the city park.
8. The man was taken to the hospital. He had been struck by an automobile. He was crossing the street. His name is not known.
9. The driver was unable to stop his car. The brakes were defective. He had seen the man.
10. Oscar Swenson was born in America. His parents came from Sweden. He is a member of my class.
11. There are trees on our front lawn. Some were blown down by the storm. Father had them removed.
12. We had seen the man pass our house several times. He was a stranger. He now stood in our doorway.
13. I needed to earn some money. I applied to Mr. Cross for a job on his dairy farm. I had worked on a dairy farm before.
14. The workman lost his balance and fell. He was standing on a ladder. He was uninjured. He fell twenty feet.
15. We were all ravenously hungry. We had eaten an early breakfast. It was two o'clock. We ate our lunch. We had reached our destination.

145. Overloaded sentences. A sentence should express one, but *only one*, complete thought. We violate this requirement when we put into the same sentence two or more thoughts that are not closely enough related to be combined in a single sentence. The overloading of sentences usually results from (1) the comma fault or (2) the careless use of *and*.

1. *The comma fault.* Do not combine two distinct sentences into one sentence by placing a comma between them. Write and punctuate each as a separate sentence. (See section 124.)

Wrong: We caught very few fish, the lake should be restocked and fishing prohibited for three years.

Right: We caught very few fish. The lake should be restocked and fishing prohibited for three years.

2. *The careless use of and.* Do not join by the conjunction *and* two or more sentences that are not closely enough related to form a single complete sentence.

Wrong: The library has received several new books, and the librarian announces that some changes in the rules have been made.

Right: The library has received several new books. The librarian announces that some changes in the rules have been made.

EXERCISE 152

In the following overloaded sentences pick out each separate sentence and write it as a separate sentence:

1. This was Edith's seventeenth birthday, and at the party she forgot all the cares and worries of being a senior in high school.

2. There were no signs of life at the camp, had the other members of our party not yet arrived?

3. Mr. Merriman repairs watches and clocks, and when Clara and I were out walking yesterday, we saw a beautiful sapphire bracelet in his shop window.

4. The accident had delayed us more than two hours, but now we were once more on our way, and before we reached home the moon rose.

5. Jack Hardy surprised us all by winning the mile race, the year before he was a member of the second basket-ball team, but no one thought that he would become one of our best track athletes.

6. General science is my favorite study, I have already gained much useful information from it.

7. When the coach told me that there was no chance of my winning a place on the team, I was greatly disappointed, and I had expected to play in the Thanksgiving game.

8. We sold our farm and moved to town, the schools in the country were very poor, and father wanted us to get a good education.

9. My brother left on the day that he received his appointment, that was the last time we saw him alive.

10. The motion-picture industry has become one of the largest in the world, nearly every town has a motion-picture theater.

146. Improper omission of words. Sometimes we carelessly violate both completeness and clearness in the expression of a thought by omitting a necessary word. The most common omissions are the following:

1. *Omission of the subject and predicate of a dependent clause.* When an elliptical, or abbreviated, clause stands at the beginning of a sentence, the subject and predicate are improperly omitted unless the omitted subject is the same as the subject of the main clause that follows the introductory clause.

Wrong: When a young girl, my grandmother visited us.

Right: When *I was* a young girl, my grandmother visited us.

Right: While in camp last summer, I learned to swim.

2. *Omission of necessary verbs.* Do not omit a *principal* verb in any part of a sentence unless the verb has been expressed in the same form elsewhere in the sentence.

Wrong: He has not and never will repay me.

Right: He has not *repaid* me and never will repay me.

Wrong: We have not bought a car, nor do we intend to.

Right: We have not bought a car, nor do we intend to *buy* one.

Right: I did not find my pen, nor do I expect to.

Do not omit an *auxiliary* or a *copulative*, or *linking*, verb unless the form expressed earlier in the sentence is grammatically correct and clearly implied in the latter part of the sentence.

Wrong: The plan was approved and preparations begun.

Right: The plan was approved and preparations *were* begun.

Wrong: One answer is right; the others, all incorrect.

Right: One answer is right; the others *are* all incorrect.

Right: The house has been painted and the fence repaired.

3. *Omission of an adjective.* Do not omit the article (*a, an, the*) or a demonstrative or a possessive adjective before a noun in a series unless the other noun or nouns denote the same person or thing or are clearly distinguished by their meaning.

- a.* We elected a secretary and treasurer. (One person)
- b.* We elected a secretary and *a* treasurer. (Two persons)
- c.* My sister is Mr. Ames's stenographer and secretary.
- d.* The doctor, coach, and principal stood near the injured player. (Three persons, clearly distinguished by their titles)

4. *Omission of a preposition.* Do not omit a preposition that is either grammatically or idiomatically necessary to the complete expression of the thought.

Wrong: He has no faith or patience with doctors.

Right: He has no faith *in*, or patience *with*, doctors.

Better: He has no faith in doctors or patience with them.

5. *Omission of subordinating conjunctions.* In formal writing do not omit *that* after *so* when *so that* is required to introduce a clause of purpose or of result.

Wrong: Darkness came so quickly we had no time to make camp.

Right: Darkness came so quickly *that* we had no time to make camp

A subordinating conjunction is generally required before an introductory participial phrase that performs the function of a dependent clause.

Wrong: Trying to escape, he broke his leg.

Right: *While* trying to escape, he broke his leg.

EXERCISE 153

Supply any word or words improperly omitted from the following sentences :

1. They have not and very likely are not coming.
2. He seemed to have no knowledge or interest in radio.
3. While putting away his tools, the five o'clock whistle blew.

4. All the windows and doors were locked and the house deserted.
5. Cautioned as to the danger, we believed that we could make the trip safely.
6. The supervisor, doctor, and nurse tried to induce the injured man to talk.
7. All of us could have gone if we had wanted to.
8. The large box was eagerly opened and the presents admired.
9. Some people hurry so much trying to save time they are too tired to enjoy the time that they have saved.
10. I believe and always have that an education is worth all that it costs in labor and sacrifice.

MAKING SENTENCES CLEAR

147. Incorrect reference of pronouns. A sentence does not express a thought clearly unless every pronoun in it refers unmistakably to a definite antecedent.

1. The reference of a pronoun to its antecedent should always be definite.

Indefinite: Tom told John that his answer was wrong.

Definite: Tom said, "John, your answer is wrong."

Definite: Tom said, "John, my answer is wrong."

2. A pronoun should have as its antecedent a *definitely expressed noun or pronoun* that designates a *particular* person, animal, or thing.

Wrong: We accused him, but he denied it.

Right: We accused him of the theft, but he denied it.

Wrong: We went clam-digging but got only a peck of them.

Right: We went clam-digging but got only a peck of clams.

3. Except in such impersonal expressions as *it rains*, *it is warm*, *it seems*, avoid the use of the pronoun *it* without a definite antecedent.

Wrong: In the paper it says we shall have rain today.

Right: The paper says we shall have rain today.

4. Except in the colloquial expression *they say*, avoid the use of the pronoun *they* without a definite antecedent.

Wrong: They wear few clothes in the tropics.

Right: People who live in the tropics wear few clothes.

Wrong: In the museum they have two stuffed elephants.

Right: In the museum there are two stuffed elephants.

5. Do not use the relative pronoun *which* to refer to an entire clause or sentence. If *which* is used, give it a single word as an antecedent.

Wrong: Our team lost the game, which was a great surprise to us.

Right: Our team lost the game—a result which was a great surprise to us.

Better: We were greatly surprised that our team lost the game.

EXERCISE 154

Correct the faulty reference of pronouns in the following sentences:

1. In my history it says that Columbus was born in Genoa.
2. Several of us went duck-hunting, but we saw very few of them.
3. My uncle aided him financially, but he has never paid it back.
4. She refused our request, which was just what we had expected.
5. During the night he escaped, but no one could explain it.
6. They formerly were suspicious of foreigners in Siam.
7. Father telephoned Mr. Vance that his car had been stolen.
8. The letter was never returned to me, which made me believe that

he did get it.

9. In the college that my sister attends they have student self-government.

10. In "Ivanhoe" it tells how a tournament was conducted.

148. Incorrect reference of participles. Avoid beginning a sentence with a participial phrase that does not properly refer to the subject of the clause that follows it. (See section 98, 4.)

Wrong: Being a foreigner, the custom amused him.

Right: Being a foreigner, he was amused at the custom.

Right: Since he was a foreigner, the custom amused him.

Do not end a sentence with a participial phrase unless the participle properly refers to some word in the clause preceding it.

Wrong: She uses good English, thus helping her to win high marks.

Right: Her use of good English helps her to win high marks.

Wrong: He was absent from school, caused by measles.

Right: His absence from school was caused by measles.

149. Incorrect reference of gerunds. Do not begin a sentence with a gerund phrase unless it is the subject, or unless the gerund properly refers to the subject, of the sentence. (See section 102, 3.)

Wrong: In writing the letter, many words were misspelled.

Right: In writing the letter, I (you, he, she) misspelled many words.

Wrong: After examining me, I was given a prescription.

Right: After examining me, the physician gave me a prescription.

Right: After being examined, I was given a prescription.

Right: After I had been examined, I was given a prescription.

150. Incorrect reference of infinitives. Do not begin a sentence with an infinitive or an infinitive phrase unless it is the subject, or unless the infinitive properly refers to the subject, of the sentence. (See section 94, 3.)

Wrong: To find the place, a guide will be needed.

Right: To find the place, you will need a guide.

EXERCISE 155 ✓

Correct all errors in the reference of participles, gerunds, and infinitives in the following sentences. Wherever it is possible to do so, write two correct versions.

1. The whole valley was flooded, caused by the breaking of the dam.
2. Upon hearing of the disaster, aid was sent at once by the Red Cross.
3. To enjoy the opera fully, a knowledge of Italian is essential.
4. Having worked very hard, his failure was a great disappointment.
5. By planning a composition carefully, much time can be saved.
6. The next day she received a letter saying that her relatives were all safe, thus relieving her mind.



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7. To increase their sales, an advertising campaign was planned.

8. After waiting in line for almost an hour, the doors were finally opened.

9. The orange crop was damaged, caused by a late freeze.

10. Having been informed that train service would be resumed next day, plans were made to return to the city.

151. Careless placing of modifiers. Each word, phrase, or clause used as a modifier should be so placed in the sentence that the reader will immediately connect it with the right word.

1. *Words used as modifiers.* The words *not*, *nearly*, *almost*, *only*, *even*, and *just* must be placed with care. In the following sentences notice the change in meaning that results from shifting the position of some of these words:

a. *Only* I gave him a dime.

b. I gave *only* him a dime.

c. I gave him *only* a dime.

d. I gave him a dime *only*.

e. I *nearly* made a dollar.

f. I made *nearly* a dollar.

g. *Almost* everyone was late.

h. Everyone was *almost* late.

i. He was *not even* hurt.

j. *Not even* he was hurt.

k. *Not* all birds are robins.

l. All birds are *not* robins.

2. *Phrases used as modifiers.* Place modifying phrases next to the words that they modify.

Wrong: We stood watching the parade *on the front porch*.

Right: We stood on the front porch watching the parade.

3. *Clauses used as modifiers.* Place each relative clause as near as possible to the word that it modifies.

Wrong: I wear a watch on my arm *that is fastened with a strap*.

Right: On my arm I wear a watch that is fastened with a strap.

4. *Ambiguous, or "squinting," modifiers.* Avoid placing a modifier in such a position in the sentence that it may refer either to the preceding or to the following word or words.

Ambiguous: He promised *faithfully* to do the work.

Clear: He *faithfully* promised to do the work.

Clear: He promised to do the work *faithfully*.

Ambiguous: Tell John, *if he is better*, I will come to see him.

Clear: If John is better, tell him I will come to see him.

Clear: Tell John I will come to see him if he is better.

EXERCISE 156 ✓

Make the meaning of each of the following sentences clear by putting in its proper position any misplaced modifier :

1. I have nearly spent all my money.
2. They watched the aviator sitting in an upstairs window.
3. Every student does not take part in athletics.
4. The boy promised at once to deliver the message.
5. There were two sandwiches in the bag, which we ate.
6. We have only seen Niagara Falls once.
7. The boy gazed at the wild animal on crutches.
8. The salesman placed a hat on my head that was too small.
9. She said because we had asked her politely that she would tell us a story.
10. The man who met us at the door with red hair seemed frightened.

152. Position of correlative conjunctions. Clearness in sentence composition demands that the two members of such correlative conjunctions as *both . . . and*, *either . . . or*, *neither . . . nor*, *not only . . . but also* be carefully placed in the sentence. The words immediately following the members of the correlative must be in the same construction.

Wrong: We neither found the thief nor the money.

Right: We found neither the thief nor the money.

Wrong: We not only were disappointed but angry also.

Right: We were not only disappointed but angry also.

EXERCISE 157

Use correctly in sentences of your own the four correlative conjunctions given in section 152.

153. Excessive coördination. Unless a sentence-thought contains two or more main ideas that are equal in importance, do

not use a compound sentence, but a simple sentence or a complex sentence, to express the thought.

1. *The and habit.* Avoid carelessly expressing each part of a sentence-thought as an independent clause and then mechanically linking the clauses together with *and* to form a compound sentence. Almost always the sentence-thought can be better expressed by means of a simple or a complex sentence.

Wrong: Vera is my cousin, and she lives in Georgia.

Right: Vera, my cousin, lives in Georgia. (A simple sentence)

Wrong: She heard the telephone ring, and she went to answer it.

Right: When she heard the telephone ring, she went to answer it. (A complex sentence)

2. *The and so habit.* Do your best to break yourself of the *and so* habit both in speaking and in writing. Generally one of the two clauses loosely connected by *and so* should be subordinated to the other and the sentence made complex. Sometimes one of the clauses may be reduced to a phrase.

Wrong: Saturday it rained, and so the game was postponed.

Right: Since it rained Saturday, the game was postponed. (Complex sentence)

Right: The game scheduled for Saturday was postponed on account of rain. (Simple sentence)

3. *Stringy compound sentences.* Do not link together by means of *and*, *but*, *or*, *nor*, or *for* two or more distinct sentence-thoughts to form a long loosely constructed, or stringy, compound sentence. Express each sentence-thought in a separate sentence.

Wrong: Fred and I started home from the game, and we stopped to get some ice cream ; and while we were eating, he asked me to go to the movies with him that night, but I had to refuse.

Right: When Fred and I started home from the game, we stopped to get some ice cream. While we were eating, he asked me to go to the movies with him that night, but I had to refuse.

EXERCISE 158 *this*

Make each of the following sentences clear by correcting all excessive coördination:

1. Sunday was a fine day, and so we went for a drive.
2. The girl came highly recommended, and mother employed her, and we like her very much.
3. Father had been told that the man whom he had hired as chauffeur was not very reliable, and we were not surprised when he gave up the job.
4. The furnace became overheated and set the house afire, and so mother called the fire department.
5. The foreman sent word for me to come to see him, and so I went at once.
6. We had planned to return in time to attend church, but we had engine trouble, and so we did not get back early enough to go.

154. Faulty coördination. Faulty coördination results from (1) the misuse of coördinating conjunctions and (2) the careless choice of coördinating conjunctions.

1. *The misuse of coördinating conjunctions.* Do not use a coördinating conjunction to join a phrase or a dependent clause to an independent clause. *Remember that coördinating conjunctions must connect two words, two phrases, or two clauses of equal rank in the sentence.*

Wrong: I spilled ink on my dress, and thus ruining it.

Right: I spilled ink on my dress and ruined it.

Wrong: This is an exciting story, and which you should read.

Right: This is an exciting story, which you should read.

Wrong: She was my cousin, but whom I had not met before.

Right: She was my cousin, but I had not met her before.

Right: She was my cousin, whom I had not met before.

Caution. *Be on your guard when you use and who, and which, and that, but who, but which, or but that. Unless a subordinate clause immediately precedes another subordinate clause in the same construction, do not use a coördinating conjunction before a subordinate clause.*

2. *The careless choice of coördinating conjunctions.* In constructing a compound sentence choose the connective that accurately expresses the relation between the two clauses.

Wrong: She seemed unhappy, *and* I could find no reason for her unhappiness.

Right: She seemed unhappy, *but* I could find no reason for her unhappiness.

EXERCISE 159

Make each of the following sentences clear by correcting all faulty coördination :

1. I intended to prepare the assignment last night, and company came in and kept me from studying.

2. That is an interesting old house, and which he inherited from his grandfather.

3. He was obliged to return home for his key, and thus delaying our inspection of the house.

4. I had borrowed the book for a week, but which I read through on the day that I got it.

5. Dr. Chase is a popular young physician, and who has already built up a good practice.

6. They have had the old house remodeled, but making no great changes in the original plan.

7. I waited for them an hour, and they did not come.

8. This book was once a popular novel, but which few people read nowadays.

9. She has had little previous training and does not work very fast, but who is very reliable.

10. The heat of the furnace is regulated automatically, and thus insuring uniform temperature.

155. Parallel construction. Within a sentence, ideas that are parallel in thought should likewise be parallel in grammatical expression. That is, words should be parallel with words; phrases, with phrases; and clauses, with clauses. Furthermore, words in parallel construction must be used as the same part

of speech. The same requirement applies to phrases and to clauses.

Wrong: He speaks correctly and with clearness. (Adverb and adverbial phrase)

Right: He speaks correctly and clearly. (Two adverbs)

Wrong: He began breathing deeply and to snore. (Gerund ; infinitive)

Right: He began to breathe deeply and to snore. (Two infinitives)

Wrong: We drove slowly because the night was dark and the road being unfamiliar to us. (Adverbial clause and nominative absolute phrase)

Right: We drove slowly because the night was dark and the road unfamiliar to us. (One adverbial clause)

Wrong: They promised to wake me early and that they would have breakfast ready for me. (An infinitive and a noun clause)

Right: They promised to wake me early and to have breakfast ready for me. (Two infinitive phrases used as nouns)

Right: They promised that they would wake me early and that they would have breakfast ready for me. (Two noun clauses)

NOTE. Parallel construction is found in sentences in which the correlative conjunctions are properly placed. (See section 152.)

EXERCISE 160

Make the following sentences clear by the use of parallel construction :

1. I enjoy hiking better than to go swimming.
2. At three o'clock he came bringing us a large box of fruit and to take us for a ride.
3. Finally the boy admitted having played truant and that he had gone fishing.
4. Her husband had telephoned her that he would be late and not to wait dinner for him.
5. Since I was alone and desiring company, I introduced myself and began talking with the old man.
6. We could not decide whether we should buy a home or to rent an apartment.
7. He studied in the evenings and whenever he had other spare time.
8. That boy standing at the right of the coach and who is wearing a blue sweater is our best track man.

9. I had neither prepared my history assignment nor my civics lesson.

10. The car seemed to be a great bargain, but which we later found was in poor running condition.

156. Shift in point of view. Avoid carelessly shifting the point of view within a sentence. If possible, use the same subject and the same voice of the verb throughout the sentence.

Wrong: She made the highest record in her class, and the scholarship was awarded her.

Right: She made the highest record in her class and received the scholarship.

Right: Since she made the highest record in her class, she received the scholarship.

157. Indefinite subject. Do not use as the subject of a sentence an indefinite phrase or a clause introduced by *because*. Give each sentence a definite, clearly expressed subject.

Wrong: Not seeing him was why I did not deliver your message.

Right: I did not deliver your message because I did not see him.

Wrong: Because you were absent yesterday is no valid excuse.

Right: The fact that you were absent yesterday is no valid excuse.

158. Indefinite predicate nominative. As a rule, do not use a clause introduced by *when*, *where*, or *because* as a predicate noun. Use a definitely expressed noun or a noun clause.

Wrong: Exposition is when you explain something.

Right: Exposition is the process of explaining something.

Wrong: Lake View is where we spend our summers.

Right: Lake View is the place where we spend our summers.

Wrong: The reason he left early was because he was ill.

Right: The reason he left early was that he was ill.

NOTE. Clauses introduced by *when* and *where* may be used either as adjectives or as adverbs; clauses introduced by *because* are used as adverbs only.

1. They came *when we called them*. (Adverbial clause)
2. This is the house *where I was born*. (Adjective clause)
3. She sings *because she is happy*. (Adverbial clause)

159. Indefinite modifiers. Avoid the indefinite use of *this*, *that*, *these*, and *those* as demonstrative adjectives.

Wrong: Sunday was another of those fine autumn days.

Right: Sunday was another fine autumn day.

Right: Sunday was another of those fine autumn days that we frequently have in October.

Do not use *so* and *such* as indefinite modifiers.

Wrong: Yesterday was so cold.

Right: Yesterday was extremely cold.

Right: Yesterday was so cold that several pipes burst.

Wrong: Mrs. Hamilton is such an entertaining woman.

Right: Mrs. Hamilton is a very entertaining woman.

Right: Mrs. Hamilton is such an entertaining woman that I always enjoy talking with her.

EXERCISE 161

Point out all violations of clearness in the following sentences and rewrite the sentences correctly expressed:

1. Being alone in the house and reading a detective story was why I was frightened when I heard a door slam.

2. My great-uncle was one of those easy-going men.

3. Our reason for going back was because we had forgotten our lunch.

4. Their home is so convenient in every way.

5. Reciprocity is when you help someone who has helped you.

6. Because he was not at home on the night that robbery was committed does not prove that he is the thief.

7. Carmen, the native girl who worked for us, was such a satisfactory helper.

8. A truce is where two armies agree to stop fighting for a short time.

9. Not wishing to oversleep was why we set the alarm for six o'clock.

10. Everyone seemed so glad that vacation time had come.

MAKING SENTENCES EFFECTIVE

160. Emphasis through economy in words. To be effective, a sentence must be correct, complete, and clear. In addition, it should be as brief as completeness and clearness of expression

will permit. This means that we must avoid using unnecessary words. Wherever it is possible, we should use a phrase instead of a subordinate clause, or a single word instead of a phrase or a clause.

Wrong: Scott, he wrote "The Lady of the Lake."

Right: Scott wrote "The Lady of the Lake."

Wordy: I was an eyewitness and saw the fight.

Better: I was an eyewitness of the fight.

Wordy: At last we secured a guide who had experience.

Better: Finally we secured an experienced guide.

Wordy: We live in a house which was built before the Revolutionary War was fought.

Better: We live in a house built before the Revolutionary War.

EXERCISE 162

Make the following sentences more effective by omitting all unnecessary words. Wherever you can do so, condense clauses to phrases, or phrases and clauses to single words.

1. The house of our neighbor is a house that is built of brick.
2. The pioneers, because they worked hard every day, they needed no additional exercise.
3. Each year the birthday of the twins was a great annual event.
4. Everyone thought him a man who was honest.
5. Mr. Hadley, who is the architect, explained to us what he intends to do when he remodels the house.
6. Silas Marner, who was a miserly weaver, could not believe his eyes when he saw that the money he had been hoarding was gone.
7. She wore a coat that was trimmed with fur.
8. The home where my grandfather lived was a delightful old house, and we liked it, and we used to spend a part of every vacation there.
9. He is a man who does not talk very much.
10. On his head he wore a hat that was in a battered condition.
11. As they were returning back home, they met a widow woman who was poor.
12. The man for whom we work gave each of us five dollars apiece as a present for Christmas.



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A CAMP AMONG THE BIRCHES OF NEW HAMPSHIRE

13. As soon as I had told him what I had been instructed by the manager to tell him, I returned back to the office.

14. With every step that he took he was coming nearer and approaching me.

15. Our school building is a new building that has only recently been built.

161. Other means of securing emphasis. In addition to brevity of expression, there are several other means of making sentences more effective.

1. *Proper subordination.* Emphasis, as well as clearness, requires that the principal idea contained in a sentence-thought be stated in the main clause and that less important ideas be expressed by means of phrases or subordinate clauses.

Wrong: The day was stormy, and we remained indoors.

Right: Since the day was stormy, we remained indoors.

2. *Position of important words.* Words placed at the beginning or at the end of a sentence receive the greatest emphasis. For this reason, unemphatic words, such as conjunctions and prepositions, should usually be put within the sentence.

Unemphatic: The report is *false*, it seems.

Emphatic: The report, it seems, is *false*.

Arranging a sentence in inverted order often improves the emphasis.

Unemphatic: He shouted, "*Help!*" as the boat capsized.

Emphatic: "*Help!*" he shouted, as the boat capsized.

Unemphatic: I fear *nothing* more than fire.

Emphatic: *Nothing* do I fear more than fire.

3. *Contrast.* Words that are to be contrasted in meaning may be emphasized by being used in the same construction and by being similarly placed in the sentence.

Unemphatic: The *country* was made by *God*, but *man* made the *town*

Emphatic: *God* made the *country*; *man* made the *town*.

Unemphatic: David is a sophomore, but I am in the freshman class.

Emphatic: David is a sophomore; I am a freshman.

4. *Climax.* The relative importance of words in a series can be indicated by arranging them in the order of their increasing importance.

Unemphatic: The flood swept away his family, his house, and his automobile.

Emphatic: The flood swept away his automobile, his house, and his family.

5. *Point of view.* For the sake of emphasis, an impersonal subject and a passive verb should not be used if it is possible to employ a personal subject and an active verb.

Unemphatic: The accident was seen by five thousand people.

Emphatic: Five thousand people saw the accident.

EXERCISE 163

Tell in what respect each of the following sentences lacks emphasis, and improve the emphasis by reconstructing the sentence:

1. Mrs. Phelps is my aunt, and she has been visiting us.
2. This book has been read by every member of the class.
3. He shouted, "Fire! fire!" as he ran out of the house.
4. Character is what we are; what people think we are is reputation.
5. I will not trust you, no matter what promises you may make.
6. A pleasant outing was enjoyed by everyone on Labor Day.
7. His family, his friends, and his acquaintances turned against him.
8. The misunderstanding was regretted by both of us.
9. He had failed in his final attempt, in spite of most elaborate preparations.
10. No explanation of their absence was offered by the boys when they returned three days later.
11. That was his last year in school, and he was anxious to maintain his high average of the past three years.
12. Three weeks later, after all hope of recovering the jewels had been given up, they were returned to us by the detective.

MAKING SENTENCES PLEASING

162. Careless repetition of words and sounds. Needless repetition of words and sounds is displeasing to the reader and distracts his attention from the thought. For this reason, we should choose and arrange our words with care.

Poor: Do not *try* to *apply* that medicine to your *eye*.

Better: Do not attempt to use that medicine in your eye.

Poor: She *wished* me to give you her best *wishes*.

Better: She desired me to give you her best wishes.

163. Variety in sentence structure. In writing a paragraph or a longer composition we should avoid using the same sentence order in every sentence. Furthermore, we should try to avoid using exclusively sentences of one type, such as simple declarative sentences. With a little care we can easily secure pleasing variety both in sentence order and in sentence type.

EXERCISE 164

Read aloud the following passage and note the monotonous sentence structure. Write an improved version of the passage in which you secure variety both in sentence order and in sentence type.

MY DOG SPORT

Sport is a small fox terrier. He is one year old. He stands eight inches off the ground. His ears are small, but point straight upward. He has dark-brown eyes. His nose is black except for one white spot. His mouth is small. His neck is pure white, and his body is coal black. He has a short tail. His forepaws are pure white. His hind legs are white with black spots. He is very fond of my mother, father, and me. He despises other children. He loves meat. He will walk all around the floor on his hind legs for a bit of it. His favorite plaything is a slipper, and he never fails to tear the lining out of it. We often go for walks together, and he runs ahead of me and has a good time. He can do tricks. Some Of his favorite tricks are playing dead dog and turning somersaults.

PART THREE

THE COMPOSITION OF PARAGRAPHS

CHAPTER XIII

WHAT A PARAGRAPH IS

164. Definition of the paragraph. A paragraph is a unit of composition, oral or written, consisting usually of a group of sentences. It may be used independently as a composition complete in itself, but more often it is used in combination with other paragraphs, all dealing with the same general subject. Not every group of sentences, however, is a paragraph. In order to form a paragraph, all sentences must deal with one, and only one, central idea or topic, and they must all belong together. Furthermore, the group must contain *all* the sentences that are necessary to a full and clear development of this single topic, and they must be closely related. Each sentence must be so constructed that its relation to other sentences is immediately clear, and be so arranged that it contributes at the right point to the meaning of the paragraph. Occasionally the thought of a paragraph can be fully, clearly, and forcefully expressed in a single sentence, but generally a group of sentences is required.

↓ Briefly defined, then, a paragraph is a sentence or a group of properly related sentences developing a single topic effectively. ↓

165. The topic sentence. For the sake of clearness, and in order to indicate the subject and the scope of a paragraph, we usually state the central idea, or topic, concisely in a sentence

This sentence, which we call the topic sentence, most often is placed at the beginning of the paragraph, as in the following illustration:

[Topic sentence] *Some members of the animal kingdom do not learn from experiences, no matter how painful or pleasant they are or how many times they may be repeated.* The moth belongs to this class. Everyone is familiar with its actions where there is a lighted candle. The sight of the light starts it toward the flame. When it is burned, it goes back into the darkness. But a second sight brings a second return, and it continues to fly back and forth in this way until the candle is taken away or the moth itself is destroyed. In this instance instinct leads to suicide. The actions of the moth, in short, are purely instinctive. It perishes because it cannot be educated. Limited to instinctive reactions, it learns nothing as it goes through life. Utterly dependent on its hereditary impulses, it is as perfect an insect on its first flight as on its last.¹

In some paragraphs it is desirable to place the topic sentence *last* instead of first. In such paragraphs we usually lead up to the statement of the central idea by giving the necessary explanatory details and thus prepare the hearer or the reader for the most important point. Ending a paragraph with the topic sentence often results in an increase of emphasis, as the following illustration shows:

Young people, though reared on the farm and rich in farm experience, are often largely ignorant of farm facts except as they pertain to what to them is the dreary routine of disagreeable tasks. Their interests may run wholly to other things than farm practice. If so, day by day they will acquire knowledge of other things and will wholly neglect those subjects which lie nearest at hand. Their interest and search for knowledge may be as remote from the farm as sailing ships on the sea or through the air, piloting trains across the continent, dealing in the exchange of foreign countries, or

¹From "Community Life and Civic Problems," by H. C. Hill. Ginn and Company.

conquering disease in the tropics. Wherever the youth's interest is, there his mind is, and in that field he will inevitably build up his principal body of knowledge. [Topic sentence] *Therefore the first step in the successful teaching of agriculture is the awakening of an interest in the subject.*¹

Occasionally a paragraph that begins with the topic sentence will have it stated again at the end for emphasis, as in the following example:

[Topic sentence] *Man is made of earth.* What does this statement mean? Our flesh and blood and our delicate nerves are very different from the coarse materials of the earth, although the bones are more easily likened to stones. Some people seem to picture to themselves a clay image that is somehow suddenly inspired with life, like the miracle of Galatea. Yet the statement is perfectly true, and the process is as wonderful as any miracle, although we understand many parts of it pretty well. "Man is made of earth" because every particle in his body, like every particle in the body of every other living thing, comes directly or indirectly out of the soil, out of the water, out of the air—the material world in which we find ourselves. The food out of which we build up our bodies comes directly from the bodies of other animals or from the bodies of plants. These other animals nearly all derive their food from plants. The plants in turn build up their bodies directly from three sources—water, air, and soil. [Topic sentence repeated] *It is true, therefore, that man is made of earth.*²

In many narrative paragraphs, as in some of other types, the central idea is not formally stated as a topic in any one sentence, but is implied, as in the narrative paragraph that follows:

"As I was once sailing," said the captain, "in a fine stout ship across the banks of Newfoundland, one of those heavy fogs which prevail in those parts rendered it impossible for us to see far

¹ From "The New Agriculture," by Henry Jackson Waters. Ginn and Company.

² Adapted from "Biology and Human Life," by Benjamin C. Gruenberg. Ginn and Company.

ahead, even in the daytime; but at night the weather was so thick that we could not distinguish any object at twice the length of the ship. I kept lights at the mast-head, and a constant watch forward to look out for fishing smacks, which are accustomed to lie at anchor on the banks. The wind was blowing a smacking breeze, and we were going at a great rate through the water. Suddenly the watch gave the alarm of 'a sail ahead!'—it was scarcely uttered before we were upon her. She was a small schooner, at anchor, with her broadside toward us. The crew were all asleep, and had neglected to hoist a light. We struck her just amidships. The force, the size, the weight of our vessel, bore her down below the waves; we passed over her and were hurried on our course. As the crashing wreck was sinking beneath us, I had a glimpse of two or three half-naked wretches rushing from her cabin; they just started from their beds to be swallowed shrieking by the waves. I heard their drowning cry mingling with the wind. The blast that bore it to our ears swept us out of all further hearing. I shall never forget that cry! It was some time before we could put the ship about, she was under such headway. We returned, as nearly as we could guess, to the place where the smack had anchored. We cruised about for several hours in the dense fog. We fired signal-guns, and listened if we might hear the halloo of any survivors; but all was silent—we never saw or heard anything of them more."—WASHINGTON IRVING, "The Voyage"

EXERCISE 165

Copy two good paragraphs from one of your textbooks. Under-score the topic sentence. At the end of each paragraph that you copy give the name of the author and the title of the book from which it is taken.

166. Oral paragraphs. The subject that we present in a brief talk may consist of one topic or of several topics. If there is but a single topic, we shall require only one paragraph. In such a brief talk we shall find it easier to get the attention of our audience and to stick to our subject if we begin with the topic sentence. Sometimes a repetition of the topic sentence in

slightly different words at the end, as in the third illustrative paragraph in section 165, serves as a good conclusion and emphasizes our main point. In general practice, the oral paragraph is somewhat shorter and less formal than the written paragraph.

Many anecdotes, if they do not contain conversation, are related in single paragraphs. The following specimen illustrates the oral paragraph:

Professor J. A. Thompson has related a neat little story that Darwin told about cats and clover in which bumblebees are indirectly concerned. "If the possible seeds in the flowers of the purple clover are to become real seeds," he says, "they must be fertilized by the golden dust, or pollen, from some adjacent clover plants. But as this pollen is unconsciously carried from flower to flower by the bumblebees, the proposition must be granted that the more bumblebees there are, the better next year's clover crop will be. The bumblebees, however, have their enemies in the field mice, or voles; so that the fewer field mice, the more bumblebees, and the better next year's clover crop. In the neighborhood of villages, however, it is well known that the cats make as effective war on the field mice as the latter do on the bees. So that next year's clover crop is influenced by the number of bumblebees, which varies with the number of field mice, that is to say, with the abundance of cats; or, to go one step further, with the number of lonely ladies in the village."¹

EXERCISE 166

In a brief talk before the class develop one of the following topic sentences into a good oral paragraph. Begin with the topic sentence and stick closely to it. Do your best to make your talk interesting to your classmates.

1. On my way to school I witnessed an amusing incident.
2. I cannot understand why any pupil should find science uninteresting.

¹From "Animal Ingenuity of To-day," by C. A. Ealand, M.A., Seeley, Service & Co., Limited, London; The J. B. Lippincott Company, Philadelphia

3. My dog can perform one trick that seems to me to prove that he can think.

4. I think that Shylock had considerable justification for his cruel treatment of gentiles.

5. My favorite pastime is not like that of most people.

6. Habits of thrift should be formed in early life.

7. What joy an aviator must experience in flying!

8. An orchestra is a great asset to a high school.

9. Many boys would find a course in cooking helpful to them.

10. A summer vacation out of doors is a wise health investment.

11. A knowledge of geography is important in the study of history.

12. Experience is often an expensive teacher.

13. Never again will I take a dose of medicine in the dark.

14. We could tell from the barking of our dog that something was wrong.

15. My younger brother (sister) is always getting into some mischief.

16. I had never been in such an embarrassing situation before.

17. I knew by my brother's manner that he had a confession to make.

18. I can easily identify my dog.

19. I always enjoy strolling through an open-air market.

20. Our school devotes too much time to athletics.

21. Newspapers do more harm than good.

22. Baseball requires more skill than football.

23. There should be a heavy legal penalty for killing a bat.

24. Idle people are always making trouble for themselves and others.

25. Cigarette-smokers are handicapped in all kinds of physical and mental contests.

167. Written paragraphs. In writing, as in speaking, we shall deal with some subjects that require only one paragraph and others that demand several. In general, we should be able to construct better paragraphs when we write than when we speak, for we compose them more deliberately and can revise and re-write them. We indicate a written paragraph by beginning the first line about an inch farther to the right than the remaining lines. This indention attracts the eye of the reader and serves notice that a new topic is to be taken up.

EXERCISE 167

Using one of the topic sentences in Exercise 166 that you did not select for your oral paragraph, write a good paragraph of about a hundred words.

168. Paragraphing conversation. In writing or in reporting a conversation we should make a separate paragraph for each speech. If a comment identifying the speaker and his manner while speaking is needed, this should be included in the same paragraph with the quoted portion of dialogue. We should give close attention to correct punctuation. (See sections 131, 10; 137, 1.) The following brief anecdote illustrates the correct method of paragraphing conversation:

Last summer two Easterners were making their first trip through a particularly arid portion of the Southwest. While their train was stopped at a small station, they began speculating about the winters in that section. Finally they decided to ask a native who stood near them on the platform.

"Can you tell me, young man, if it ever snows down here?" inquired the traveler next to the car window.

"Well, no," drawled the youth, "I can't say that it snows here, but I saw it rain once."

EXERCISE 168

Paragraph correctly the passage containing conversation given in Test Exercise 49.

EXERCISE 169

Write an original brief anecdote or a joke that contains conversation. Paragraph and punctuate the conversation correctly.

CHAPTER XIV

THE PARAGRAPH AS A COMPOSITION

169. Studying and composing paragraphs. The ability to make good paragraphs is an essential of effective oral and written composition. A paragraph, as we have seen, is not merely a group of sentences, but a composition on a small scale. In making a class recitation, in giving a short talk, in writing an answer to an examination question, in relating a brief anecdote, and for many other purposes we have need of only a single paragraph. In longer compositions we shall require several paragraphs, but we shall compose them one at a time, so that we may still regard each as an individual composition so far as the development of the topic, or subject, is concerned. A good composition is made up of good paragraphs rightly constructed and properly related one to another.

We can gain a considerable knowledge of paragraph composition from a close study and analysis of specimens selected from other speakers and writers, but actual skill in constructing paragraphs we must get through practice in making paragraphs of our own. Several methods of developing topic sentences into paragraphs are explained and illustrated in the sections below.

METHODS OF DEVELOPING THE TOPIC SENTENCE

170. Development by definition. Frequently we require a paragraph to give a full and satisfactory explanation of the meaning of a word. Besides giving the dictionary definition, we may point out special limitations of its meaning and illustrate its

application and use. Sometimes we may describe or explain the person, thing, process, relation, and so forth designated by the word, or we may compare or contrast the word that we are defining with some other word. The following passages are paragraphs developed by definition:

[Topic sentence] *A bud is an undeveloped shoot; or, in other words, a bud is a group of undeveloped parts which, under favorable circumstances, will grow into some kind of stem and leaves.* If it is a leaf bud, like the majority of the buds on most forest trees familiar to us, it will grow into a leafy branch or continue the growth of the main stem at its tip. If it is a flower bud, it will grow into that kind of specialized branch which we call a flower. If it is a mixed bud, it will grow into one or more flowers and will also develop some ordinary leaves.¹

[Topic sentence] *A portcullis is a sort of door formed of cross-bars of iron, like a grate.* It has not hinges like a door, but is drawn up by pulleys, and let down when any danger approaches. It may be let go in a moment, and then falls down into the doorway; and as it has great iron spikes at the bottom, it crushes all that it lights upon; thus in case of a sudden alarm, a portcullis may be let suddenly fall to defend the entrance, when it is not possible to shut the gates.—SIR WALTER SCOTT

EXERCISE 170

From the following list choose two topic sentences. Develop one of them by definition in an oral paragraph; develop the other by the same means in a written paragraph.

1. I will do my best to tell you what a silo is.
2. Many persons who live in cities do not know what is meant by the rotation of crops.
3. Some people mistake freedom for liberty.
4. Deciduous trees differ in several respects from evergreens.
5. A person may be unreverential and yet not be irreverent.

¹ Adapted from "Practical Botany," by J. Y. Bergen and O. W. Caldwell Ginn and Company.

6. One painful mistake has forever fixed in my mind the difference between an antiseptic and a disinfectant.

7. Our teacher in civics gave us a particularly clear explanation of taxes and taxation.

8. My uncle insisted that a toreador and a matador are the same, but I pointed out to him the distinction between the two.

9. No one who knows what the word *unique* means should ever misuse it.

10. A pirate may rob, but for me he can never be a robber.

171. Development by details. A very common method of paragraph development, especially in explanations and descriptions, consists in expanding the topic sentence by means of properly chosen details. The following expository paragraph illustrates this method:

[Topic sentence] *The functions of the Senate fall into three classes—legislative, executive, and judicial.* Its legislative function is to pass, along with the House of Representatives, bills which become Acts of Congress on the assent of the President, or even without his consent, if passed a second time by a two-thirds majority of each House, after he has returned them for reconsideration. Its executive functions are: (a) To approve or disapprove the President's nominations of Federal officers, including judges, ministers of state, and ambassadors. (b) To approve, by a majority of two-thirds of those present, of treaties made by the President—i.e., if less than two-thirds approve, the treaty falls to the ground. Its judicial function is to sit as a court for the trial of impeachments preferred by the House of Representatives.¹

In the descriptive passage given below, the topic is developed by means of appropriate details.

[Topic sentence] *The mirth of the company was greatly promoted by the humors of an eccentric personage whom Mr. Bracebridge always addressed with the quaint appellation of Master Simon.* He was a tight, brisk little man, with the air of an arrant

¹ From "The American Commonwealth," by Sir James Bryce. By permission of The Macmillan Company, publishers.

old bachelor. His nose was shaped like the bill of a parrot ; his face slightly pitted with the smallpox, with a dry perpetual bloom on it like a frost-bitten leaf in autumn. He had an eye of great quickness and vivacity, with a drollery and lurking waggery of expression that was irresistible. He was evidently the wit of the family, dealing very much in sly jokes and innuendoes with the ladies, and making infinite merriment by harping upon old themes, which, unfortunately, my ignorance of the family chronicles did not permit me to enjoy. It seemed to be his great delight during supper to keep a young girl next him in a continual agony of stifled laughter, in spite of her awe of the reproving looks of her mother, who sat opposite. Indeed, he was the idol of the younger part of the company, who laughed at everything he said or did, and at every turn of his countenance ; I could not wonder at it, for he must have been a miracle of accomplishments in their eyes. He could imitate Punch and Judy ; make an old woman of his hand, with the assistance of burnt cork and pocket handkerchief ; and cut an orange into such a ludicrous caricature that the young folks were ready to die with laughing.—WASHINGTON IRVING, "Christmas Eve"

EXERCISE 171

From the following list choose two topic sentences. Develop one of them by details in an oral paragraph ; develop the other by the same means in a written paragraph.

1. Portia has many characteristics that make her popular with an audience.

2. What a day for an outing!

3. He had several qualifications of a good detective.

4. The woman resembled a gypsy fortune-teller.

5. Where can you find a better story of adventure than "Treasure Island" ?

6. The view from my window is most satisfying.

7. Yesterday was a strenuous day for me.

8. The life of a lighthouse-keeper is extremely monotonous.

9. If you are fond of milk and butter, do not get a vacation job on a dairy farm.

10. The room that I entered was furnished in excellent taste.

172. Development by specific examples. When the topic sentence states a general fact, we often use specific examples in developing it. Sometimes we may employ a pertinent illustration in the form of an anecdote. Specific examples contribute vividness and concreteness to the paragraph, as we can see by examining the specimens given below:

[Topic sentence] *Young animals are strikingly like children in their craving for amusement.* A young bear will lie on his back and play with his feet and toes by the hour, while a young puppy can have a great game with only a dry bone, or by chasing his shadow on the wall. Rabbits come out in evenings on the sand-hills to play hide-and-seek with their young, and squirrels never weary of this universally popular game. I know a young fox that used to come from an adjacent wood every evening to play with a young fox-terrier. They became great friends and were often seen in the woods together.¹

It is often noticed that a pneumatic tire which is only moderately firm in the morning, when the bicycle or automobile is first taken upon the road, may be much harder by noon, as if more air had been put into it. The same thing will occur if the machine is allowed to stand in the sun. The additional pressure may, indeed, become so great as to burst the tire. Of course it is very clear that no air has been added to that which was in the tire in the morning, for if the rubber will retain the air which is in the tire, it will be equally effective in preventing more from entering. [Topic sentence] *Since such an increase of pressure as we have been describing occurs only when the tire has been heated by contact with the road or by direct exposure to the sun, it is fair to conclude that when air is heated it has greater tendency to expand and that it therefore presses harder against the walls of the tire and would expand if it were not confined by the tire.*²

¹Reprinted by permission from "The Human Side of Animals," by Royal Dixon. Copyright, 1918, by Frederick A. Stokes Company.

²From O. W. Caldwell and W. L. Eikenberry's "Elements of General Science." Ginn and Company.



AN EXCITING MOMENT IN FIELD HOCKEY

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EXERCISE 172

From the following list choose two topic sentences. Develop one of them by means of specific examples in an oral paragraph; develop the other by the same means in a written paragraph.

1. The foods on our daily menus come from many lands.
2. Travel contributes much to a person's education.
3. Life in the country has changed greatly within the past few years.
4. Several nationalities are represented in our school.
5. Have you ever entertained yourself by observing the different types of faces in a street car?
6. Shoes tell a great deal about the personality of the wearer.
7. Bacteria serve many useful purposes in our lives.
8. It was a cosmopolitan group that gathered for the marble tournament.
9. Animals often select queer companions and playmates.
10. One never knows what one may do in a moment of excitement.
11. Some dogs are by nature vagabonds.
12. Children often place their parents in embarrassing situations before strangers.
13. The good that people do lives after them.
14. I am inclined to agree with the person who said all young children are savages.
15. How little we know what trouble the answering of a harmless little advertisement may bring!

173. Development by comparison and contrast. We shall often find that one of the simplest and most effective ways of making our meaning clear consists in showing how a person, animal, or thing mentioned in the topic sentence resembles something else or how it differs from it. Observe the use of comparison and contrast in the specimen that follows:

[Topic sentence] *It is curious to note how ant societies resemble and differ from those of man.* Human societies may be divided into six classes or stages—the hunting, pastoral, agricultural, commercial, industrial, and intellectual; and ants have stages corresponding to the first three. Some ants live solely by the products of the

chase; they are known as the driver and legionary ants. Some keep domestic animals, in the shape of plant lice, scale insects, and caterpillars; these belong to the pastoral class. The agricultural class is represented by the harvesting ants, which collect, store, and, it is said, plant seeds. Against these resemblances may be set the fact that ant societies are almost solely composed of females, for the males take little part in the social life of the colony. Each female is predestined to a certain task, and an ant community may be likened to a big family. A very large family it is in some cases, for Forel has estimated that a community may consist of five hundred thousand ants. Such a community resembles a perfect republic, where each works for the good of the whole community, each having her appointed work, laboring constantly for the good of all and each ready to sacrifice herself for the good of all. It is a veritable insect Utopia.¹

EXERCISE 173

From the following list choose two topic sentences. Develop one of them in an oral paragraph by means of comparison or contrast, or by both; develop the other by similar means in a written paragraph.

1. Men and animals have many characteristics in common.
2. Girls get more fun out of athletics than boys do.
3. What a difference between Christmas in America and in my native country!
4. Silas Marner is a more likable miser than Shylock.
5. How I wish that I had been born a boy!
6. There was little doubt in our minds as to which team would win.
7. Domestication has made greater changes in the dog than in the cat.
8. Grandfather has little confidence in automobiles.
9. The discovery of oil has made many changes in the landscape around my home.
10. In spite of many criticisms of the modern girl, I have never envied the old-fashioned girl.

¹From "Animal Ingenuity of To-day," by C. A. Ealand, M. A. Seeley, Service & Co., Limited, London; The J. B. Lippincott Company, Philadelphia.

174. Development by cause and effect. Many times we begin a paragraph by stating in the topic sentence a certain cause, or several causes, perhaps, and then proceed to show the effect, or result, that follows. This method is illustrated in the specimen given below :

[Topic sentence] *Success grows out of struggles to overcome difficulties.* If there were no difficulties, there would be no success. If there were nothing to struggle or compete for, there would be nothing achieved. It is well, therefore, that men should be under the necessity of exerting themselves. In this necessity for exertion we find the chief source of all human advancement—the advancement of individuals as of nations. It has led to most of the splendid mechanical inventions and improvements of the age. It has stimulated the ship-builder, the merchant, the manufacturer, the machinist, the tradesman, the skilled workman. In all departments of productive industry, it has been the moving power. It has developed the resources of this and other countries—the resources of the soil, and the character and qualities of the men who dwell upon it. It seems to be absolutely necessary for the purpose of stimulating the growth and culture of every individual. It is deeply rooted in man, leading him ever to seek after, and endeavor to realize, something better and higher than he has yet attained.¹

EXERCISE 174

From the following list choose two topic sentences. Develop one of them in an oral paragraph by means of cause and effect ; develop the other by the same means in a written paragraph.

1. Benjamin Franklin is our greatest self-made American. (Give the causes, or reasons.)
2. Beavers build dams in order to provide themselves greater safety and comfort. (Point out the effect, or result.)
3. Most of us owe more to our mothers than to our fathers. (Give causes, or reasons.)

¹From "Thrift," by Samuel Smiles. Used by permission of Harper and Brothers, publishers.

4. His genial disposition was a great asset to him. (State the effects, or results.)

5. It is easy to account for the success of our team. (Give causes, or reasons.)

6. Pupils of foreign descent usually make better use of the opportunities for getting an education than do native American boys and girls. (Develop this by giving either causes or results.)

7. In colonial days an overland journey of a hundred miles was often a thrilling adventure. (Give causes, or reasons.)

8. The radio has become a very effective advertising medium. (State the causes, or reasons.)

9. One can readily understand how chain stores force many individual store-owners out of business. (Give causes, or reasons.)

10. Horseback-riding is becoming very popular. (Develop this by giving either causes or results.)

EXERCISE 175

Study each of the following paragraphs carefully. Point out the topic sentence and tell which method is used in developing it. If you cannot find a topic sentence, state the topic in a sentence of your own.

1. All people are in some way interested in plants, although not every one recognizes that he has this interest. We all live largely on plants or plant products, and most of the world's workers earn their livelihood by some kind of industry which deals with plants or with their products. A glance at the food on any well-furnished table will suggest to what extent our daily bill of fare consists of vegetable substances. Our animal foods—meat, milk, eggs, fish, and the rest—are only plant foods transformed more or less directly into animal tissues or animal secretions. Our spices and flavors and most of our medicines are plant substances or extracts. Part of our clothing is made from plant material. Our houses are often almost wholly constructed from timber, the furnishings are made from timber, and a home is scarcely complete without some growing plants, which assist in decorating the house and in giving pleasure to the occupants.¹

¹From J. Y. Bergen and O. W. Caldwell's "Introduction to Botany." Ginn and Company.

2. Animals have the power to make themselves understood by man, especially when they are in distress and wish man to help them. And they often combine to help one another. I was on a sheep ranch in western Texas once when one of the sheep came bleating up to the camp late in the afternoon. She uttered the most distressing calls. A friend, whom I was visiting, assured me that something unusual was wrong. Together we followed the sheep back to where she had been feeding in the pasture, she going forward in short spurts and continually looking back to see if we were coming. She finally led us to an old well, and we heard the plaintive voice of her young lamb that had fallen in. As the well had no water in it, and was only six feet deep, we secured a ladder and in a few minutes the lamb was restored to its mother. She seemed delighted at the successful outcome of the accident. She had come and told us her troubles and got aid.¹

3. No man or woman who has been an idler or a shirker has ever received the homage of others. The faces that we go to the art museum to study, the faces that we look at a second time on the streets, are those of men and women who have accomplished difficult things, who have been the hardest workers. For the spirit that makes men work eagerly and gladly brings strength and beauty to their faces. A man who once rode in a locomotive with an aged engineer said that in the most tense moments of the swift night journey through snowdrifts and in the face of biting winds, there was a "radiance shining through the wrinkles of the engineer's face that almost made the darkness light about him." It was the joy of doing a hard task well that made the engineer's face radiant amidst soot, noise, darkness, and storm. When the faces of our workers become sullen and weary, then America's future will be in peril.²

4. The animal that Ichabod bestrode was a broken-down plow-horse, that had outlived almost everything but its viciousness. He was gaunt and shagged, with a ewe neck, and a head like a hammer; his rusty mane and tail were tangled and knotted with burs; one eye had lost its pupil, and was glaring and spectral, but the other had the gleam of a genuine devil in it. Still he must have had fire and mettle in his day, if we may judge from the name he bore of Gunpowder. He had, in fact, been a favorite steed of his master's, the choleric Van Ripper, who was a furious rider, and had infused, very probably, some of his own spirit into

¹ Reprinted by permission from "The Human Side of Animals," by Royal Dixon. Copyright, 1918, by Frederick A. Stokes Company.

² From "Community Civics," by Grace A. Turkington. Ginn and Company

the animal ; for, old and broken-down as he looked, there was more of the lurking devil in him than in any young filly in the country.

5. Ichabod was a suitable figure for such a steed. He rode with short stirrups, which brought his knees nearly up to the pommel of the saddle ; his sharp elbows stuck out like grasshoppers' ; he carried his whip perpendicularly in his hand, like a sceptre, and as his horse jogged on, the motion of his arms was not unlike the flapping of a pair of wings. A small wool hat rested on the top of his nose, for so the scanty strip of forehead might be called, and the skirts of his black coat fluttered out almost to the horse's tail. Such was the appearance of Ichabod and his steed as they shambled out of the gate of Hans Van Ripper, and it was altogether such an apparition as is seldom to be met with in broad daylight.—WASHINGTON IRVING, "The Legend of Sleepy Hollow"

6. Once, in the winter, many years ago, when I had been cutting holes through the ice in order to catch pickerel, as I stepped ashore I tossed my axe back on to the ice, but, as if some evil genius had directed it, it slid four or five rods directly into one of the holes, where the water was twenty-five feet deep. Out of curiosity, I lay down on the ice and looked through the hole, until I saw the axe a little on one side, standing on its head, with its helve erect and gently swaying to and fro with the pulse of the pond ; and there it might have stood erect and swaying till in the course of time the handle rotted off, if I had not disturbed it. Making another hole directly over it with an ice chisel which I had, and cutting down the longest birch which I could find in the neighborhood with my knife, I made a slip-noose, which I attached to its end, and, letting it down carefully, passed it over the knob of the handle, and drew it by a line along the birch, and so pulled the axe out again.¹

7. Over nine tenths of the business of the world is carried on without the direct use of money, by means of credit. Credit involves the securing of goods at one time and the paying for them at a later time. It is based upon the confidence of the seller or the lender in the ability and willingness of the buyer or borrower to pay later for what he now receives. When a housewife purchases groceries from day to day and pays for them the following month, she has what is called "book credit" ; when a farmer buys a reaper and signs a paper promising to pay for it in six months, he signs what is called a "promissory note" ; when goods are paid for by giving the seller an order on a bank in which the buyer has

¹From "Walden," by Henry David Thoreau. Used by permission of Houghton Mifflin Company, publishers.

funds, the buyer makes out what is called a check. These are all forms of credit.¹

8. It is high noon. There is a stillness in the air that impresses you, broken only by the low murmur of the brook behind and the ceaseless song of the grasshopper among the weeds in front. A tired bumblebee hums past, rolls lazily over a clover blossom at your feet, and has his midday luncheon. Under the maples near the river's bend stands a group of horses, their heads touching. In the brook below are the patient cattle, with patches of sunlight gilding and bronzing their backs and sides. Every now and then a breath of cool air starts out of some shaded retreat, plays around your forehead, and passes on. All nature rests. It is her noontime.²

9. Man shows a disposition to deny animals all the traits and characteristics which are similar to his own. This reminds us of a remark that Cardinal Newman once made that men know less of animals than they do of angels. Why should we show such foolish pride and delusion, and try to baffle one of God's greatest facts? When men attempt to extinguish the idea of animal intelligence and sentiment by referring to it as instinct, we are reminded of the desert ostrich, which buries its head in the sand and thinks it cannot be seen. We should proudly acknowledge the wonderful human-like methods of these food-conservers of the animal world, and recognize in all this a guiding Providence who provides for and protects all his creatures, be they great or small.³

10. No boy can afford to neglect his work, and with a boy work, as a rule, means study. Of course there are occasionally brilliant successes in life where the man has been worthless as a student when a boy. To take these exceptions as examples would be as unsafe as it would be to advocate blindness because some blind men have won undying honor by triumphing over their physical infirmity and accomplishing great results in the world. I am no advocate of senseless and excessive cramming in studies, but a boy should work, and should work hard, at his lessons—in the first place, for the sake of what he will learn, and in the next place, for the sake of the effect upon his own character of resolutely settling

¹From "Community Life and Civic Problems," by H. C. Hill. Ginn and Company.

²From "A Day at Laguerre's," by F. Hopkinson Smith. Used by permission of Houghton Mifflin Company, publishers.

³Reprinted by permission from "The Human Side of Animals," by Royal Dixon. Copyright, 1918, by Frederick A. Stokes Company.

down to learn it. Shiftlessness, slackness, indifference in studying, are almost certain to mean inability to get on in other walks of life. Of course, as a boy grows older, it is a good thing if he can shape his studies in the direction toward which he has a natural bent ; but whether he can do this or not, he must put his whole heart into them. I do not believe in mischief-doing in school hours, or in the kind of animal spirits that results in making bad scholars ; and I believe that those boys who take part in rough, hard play outside of school will not find any need for horseplay in school. While they study they should study just as hard as they play football in a match game. It is wise to obey the homely old adage, "Work while you work ; play while you play."¹

11. It was a desolate interior. In the open floor-way Grant, seated upon a half-bushel, was mending a harness. The old man was holding the trace in his hard brown hands ; the boy was lying on a wisp of hay. It was a small barn, and poor at that. There was a bad smell, as of dead rats, about it, and the rain fell through the shingles here and there. To the right, and below, the horses stood, looking up with their calm and beautiful eyes, in which the whole scene was idealized.²

12. Cats are gifted linguists. By mewling they can just as plainly express a desire to have a door opened or closed as if they requested it in so many words. A friend has furnished me an interesting account of her cat's ability to make herself understood. It seems that the cat, with three small kittens, at one time slept in a box prepared for her in the kitchen. But one night when it was particularly cold, some one left the kitchen window open, and late in the night the cat went to her mistress's bed and mewed continuously until her mistress arose and went to the kitchen and closed the window. The cat was perfectly satisfied, as she had made her great need understood.³

13. There was a salt-marsh that bounded part of the mill-pond, on the edge of which, at high water, we used to stand to fish for minnows. By much trampling, we had made it a mere quagmire. My proposal was to build a wharf there fit for us to stand upon, and I showed my comrades a large heap of stones, which were intended for a new house near the

¹From "The Strenuous Life," by Theodore Roosevelt. Used by permission of The Century Co., publishers.

²From "Main Travelled Roads," by Hamlin Garland. Harper & Brothers, publishers. Used with the author's permission.

³Reprinted by permission from "The Human Side of Animals," by Royal Dixon. Copyright, 1918, by Frederick A. Stokes Company.

marsh, and which would very well suit our purpose. Accordingly, in the evening, when the workmen were gone, I assembled a number of my play-fellows, and working with them diligently like so many emmets, sometimes two or three to a stone, we brought them all away and built our little wharf. The next morning the workmen were surprised at missing the stones, which were found in our wharf. Inquiry was made after the removers; we were discovered and complained of; several of us were corrected by our fathers; and, though I pleaded the usefulness of the work, mine convinced me that nothing was useful which was not honest.—BENJAMIN FRANKLIN, "Autobiography"

14. The common seal is even more perfectly adapted to an aquatic life than is the otter, and this is very natural, for the seal spends the greater part of its time in the water, whereas the otter lives in his burrow for a considerable part of the day at any rate. With its cylindrical, spindle-shaped body the seal is well adapted for rapid passage through the element in which it is so thoroughly at home. Its backwardly directed, short yet powerful fore and hind limbs form excellent oars and rudder. With exceedingly light bones and a thick layer of fat beneath its skin which at once renders the seal lighter than it would otherwise be and protects its vital organs from the cold water, small wonder that the creature is an adept in watermanship; even its ears do not possess the flaps so usual in animals, for these would hinder its progress through the water. Like the cat, the seal hunts by night; therefore it is not surprising to find that it is provided with long whiskers—its useful organs of touch; its sight too is extraordinarily keen. Its sense of smell serves the seal well by giving it information of the approach of enemies.¹

15. This was my first sight of the California country landscape, and I saw it at the most beautiful time of the year. The low-rolling hills were bright green, against which blended the darker green of the park-like oaks. Over the slopes were washes of color where the wild flowers grew, like bright scarves laid out in the sun. They were of deep orange, or an equally deep purple, or, perhaps, of mingled white and purple. Each variety, and there were many of them, seemed to grow by itself so that the colors were massed.²

¹From "Animal Ingenuity of To-day," by C. A. Ealand, M. A. Seeley, Service & Co., Limited, London; The J. B. Lippincott Company, Philadelphia.

²From "Gold," by Stewart Edward White. Copyright, 1913, Doubleday, Page & Company. Used by permission of Doubleday, Doran & Company, Inc., publishers.

16. The frame of the white man, judging by such parts as were not concealed by his clothes, was like that of one who had known hardships and exertion from his earliest youth. His person, though muscular, was rather attenuated than full ; but every nerve and muscle appeared strung and indurated by unremitted exposure and toil. He wore a hunting-shirt of forest-green, fringed with faded yellow, and a summer cap of skins which had been shorn of their fur. He also bore a knife in a girdle of wampum, like that which confined the scanty garments of the Indian, but no tomahawk. His moccasins were ornamented after the gay fashion of the natives, while the only part of his under dress which appeared below the hunting frock was a pair of buckskin leggings, that laced at the sides, and which were gartered above the knees, with the sinews of a deer. A pouch and horn completed his personal accoutrements, though a rifle of great length, which the theory of the more ingenious whites had taught them was the most dangerous of all firearms, leaned against a neighboring sapling. The eye of the hunter, or scout, whichever he might be, was small, quick, keen, and restless, roving while he spoke, on every side of him, as if in quest of game, or distrusting the sudden approach of some lurking enemy. Notwithstanding the symptoms of habitual suspicion, his countenance was not only without guile, but at the moment at which he is introduced, it was charged with an expression of sturdy honesty.—JAMES FENIMORE COOPER, "The Last of the Mohicans"

17. When the early settlers camped beside the rural stream, they got water from the stream, built their own fire, and supplied and cooked their own food. Thus they provided for practically all their needs. In the communities with which we are familiar one group of workers produces and distributes food materials; another group looks after the water supply; another looks after coal or other materials for heating the homes; another gathers and disposes of garbage and other wastes; another cares for health regulations by seeing that water and food are kept reasonably clean; another watches to see that fire is not harmful. Clearly our modern life is much more complex than was that for the family of early settlers, who made their home for the night beside the stream. It should prove valuable and interesting to study some of the ways in which modern science has enabled men to meet these increasing problems of the life of our own times.¹

¹From "Open Doors to Science," by O. W. Caldwell and W. H. D. Meier. Ginn and Company.

18. There is something in the very season of the year that gives a charm to the festivity of Christmas. At other times we derive a great portion of our pleasures from the mere beauties of Nature. Our feelings sally forth and dissipate themselves over the sunny landscape and we "live abroad and everywhere." The song of the bird, the murmur of the stream, the breathing fragrance of spring, the soft voluptuousness of summer, the golden pomp of autumn; the earth with its mantle of refreshing green, and heaven with its deep delicious blue and its cloudy magnificence—all fill us with mute but exquisite delight, and we revel in the luxury of mere sensation. But in the depth of winter, when Nature lies despoiled of every charm, and wrapped in her shroud of sheeted snow, we turn for our gratifications to moral sources. The dreariness and desolation of the landscape, the short gloomy days and darksome nights, while they circumscribe our wanderings, shut in also our feelings from rambling abroad, and make us more keenly disposed for the pleasures of the social circle. Our thoughts are more concentrated; our friendly sympathies more aroused. We feel more sensibly the charm of each other's society, and are brought more closely together by dependence on each other for enjoyment. Heart calleth unto heart, and we draw our pleasures from the deep wells of loving kindness which lie in the quiet recesses of our bosoms; and which, when resorted to, furnish forth the pure element of domestic felicity.—WASHINGTON IRVING, "The Sketch Book"

19. My teacher in the village school never succeeded in making upon my mind that profound impression which was made upon it by the men at the neighborhood gatherings. They were men who had gone out into the world and taken an active part in the struggles of the world. Reading, writing, and arithmetic appeared to me like instruments of torture which the teacher, who, in my opinion at that time, knew nothing of the world, had invented in order to interfere as much as possible with my freedom, particularly when I had an important engagement with my chums and playmates. But my mother convinced me that I was wrong. She could neither read nor write, and she told me she always felt that she was blind, in spite of the clear vision of her eyes; so blind, indeed, that, as she expressed it, she did not dare venture into the world much beyond the confines of my native village. This was as far as I remember now the mode of reasoning which she would address to me: "My son, if you wish to go out into the world about which you hear so much at the neighborhood gatherings, you must provide yourself with another pair of eyes, the eyes of reading and writing. There is so much wonder

ful knowledge and learning in the world which you cannot get unless you can read and write. Knowledge is the golden ladder over which we climb to heaven; knowledge is the light which illuminates our path through this life and leads to a future of everlasting glory.”¹

EXERCISE 176

Using topic sentences chosen from the list below, write two or more good paragraphs. State the method that you use in developing each topic sentence.

1. The necessity of having to labor is mankind's greatest blessing.
2. To live each day so that we do not endanger our happiness and that of others is a good rule of life.
3. As usual, the unexpected happened.
4. A district nurse must possess great versatility.
5. Pupils find free-hand drawing helpful in many of their courses.
6. Every boy should have an elementary knowledge of electricity.
7. Commercial geography is a fascinating study.
8. All the trouble resulted from a lie that I had told.
9. What a scene of desolation we beheld on the morning after the fire!
10. Our school should publish a weekly newspaper instead of a monthly magazine.
11. Which of our national traits are embodied in the usual cartoons of Uncle Sam?
12. We found her in the midst of her beloved old-fashioned garden.
13. What do we mean by a "self-made man"?
14. One incident in the life of Mary Antin greatly impressed me.
15. Druggists, physicians, and lawyers should have a knowledge of the Latin language.
16. We indicate our character and ambition by the use we make of our leisure time.
17. Boys and girls should attend separate high schools.
18. We could tell by mother's actions and expression that something unusual had happened.
19. Many people who make a great ado over saving time waste all that they save.

¹From "Immigrant to Inventor," by Michael Pupin. Used by permission of Charles Scribner's Sons, publishers.

20. After that, every time the conductor came through the car he was greeted with smiles. (Final sentence)

→21. I hated to do it, but what else could I do? (Final sentence)

22. Not often does an automobile accident bring such good luck. (Final sentence)

23. Ignorance causes a great deal of needless suffering.

24. What a difference there is between *seeing* and *observing*!

25. I enjoy watching young animals play.

26. Today we performed an interesting experiment in our science class.

27. The study of art helps one to get more enjoyment out of living.

28. His whole figure suggested comfort and contentment.

29. The use of raw milk frequently causes illness.

30. School letters should be awarded boys and girls for excellence in their studies as well as for leadership in athletics.

31. While soliciting advertisements for our school paper, I had an interesting experience.

32. I was delighted by an act of courtesy that I witnessed recently.

33. What are the essentials of a model kitchen?

34. Few persons understand what is meant by a "balanced diet."

35. What fun some women get out of conducting a rummage sale!

36. A successful stenographer must have an accurate knowledge of English.

37. When the referee blew his whistle, the fun began.

38. I heard an amusing anecdote the other day.

39. The shop window was a splendid example of decorative skill.

40. Every high-school pupil should be required to study at least one foreign language.

41. He who would rule others must first be master of himself.

42. Nature never fails to reward those who love her intelligently.

43. Many pupils waste time while pretending to study.

44. What are the duties of a good citizen?

45. I have never known anyone else who possessed such patience as she (he) had.

46. Every failure teaches us something if we will learn.

47. Our neighbors have a most attractive back yard.

↘48. Some persons seem to go through life only half awake.

49. Last summer I had a most unusual experience.

50. Some athletic victories are won at too great a sacrifice of other school interests.

PART FOUR

THE COMPOSITION OF LETTERS

CHAPTER XV

FRIENDLY LETTERS

175. Importance of letter-writing. Letters are conversations which we carry on at long distance by means of writing. After our school days are over, the writing that many of us will do will consist almost wholly of letters. We shall always have need of them, in spite of the greater speed and convenience of the telephone and the telegraph. No other form of writing is so useful and entertaining to such a large number of people. To us and to our correspondents proficiency in letter-writing on our part will bring much enjoyment. Next to skill in conversation and in public speaking, it will prove one of our greatest assets in making and keeping friends, and in gaining social recognition and business advancement.

176. Requirements of a good friendly letter. Our success in writing friendly letters depends both on what we say and on how we say it.

Subject matter. In every friendly letter we should include only such topics as will interest our reader. He is glad to have us talk about ourselves and things that interest us, but he rightly insists that both these subjects be made interesting to *him*. He expects and appreciates some attention to himself and his affairs, and resents any show of egotism or boastfulness on our part.

Style. A good friendly letter should express the individuality of the writer with sincerity and simple naturalness. Its style, though sometimes formal, is usually informal, often familiar and intimate. It should be animated, spontaneous, and natural, as in good conversation, not stilted and laborious. The degree of informality, familiarity, and animation must, of course, be appropriate to the relation existing between us and our correspondent. In informal and familiar friendly letters we may use contractions, such as *I'm, it's, we'll, don't*, and other forms permissible in good conversation, since they contribute a certain amount of ease and naturalness.

Writer and reader. Self-respect and courtesy to our correspondents require that we make our letters correct and clear in expression, entertaining in subject matter and style, and attractive in form. Since our letters give readers information as to our education, habits, and character, we should make them represent us at our best. When we write a good letter, we cause the recipient to think more highly of us and of himself as well for having such an accomplished, understanding relative or friend as we are. By our example we often stimulate him, likewise, to do his best, and letter-writing becomes for us both a fascinating pleasure.

177. Good form in friendly letters. In spite of informality and conversational style, a friendly letter must show that we have due regard for the well-established requirements of good form.

Writing materials. Use regular four-page sheets of correspondence paper, unruled and preferably white, though cream-colored or slightly tinted stationery is permissible. Brief letters and notes may be written on single sheets of note paper with the address printed at the top or on correspondence cards. Write with a pen and black or blue-black ink. Never use a pencil. Semisocial letters may be typewritten.

Manuscript. Make your letter neat and attractive. The various parts (see sections 178–182) should be arranged, spaced, capitalized, and punctuated in accord with the demands of correct form. On each side, and at the top and bottom, of each page leave a margin in proportion to the size of the page. See that each paragraph is clearly indented, and observe the same indentation for each paragraph. Neatness requires that the entire manuscript of the letter be free from finger prints, smudges, blots, and unsightly erasures. Do all you can to make the reading of your letter easy and enjoyable for your correspondent.

Order of pages. In a friendly letter of more than two pages, use both sides of the sheet and write on the pages in regular book order. In a letter not exceeding two pages, write on pages one and three.

Legibility. Use a pen adapted to your style of handwriting. Write legibly. Avoid shadings, flourishes, and the peculiar formation of letters. Capitalize and punctuate distinctly. Keep the lines straight, and see that they are not placed so close together that the words of one line run into those of the line above. Leave a proper amount of space between words, and do not crowd together the letters of a word coming at the end of a line.

Revising. Read over carefully and revise as necessary every letter before you inclose it in the envelope. See that it is correct in form, grammar, sentence structure, paragraphing, choice of words, spelling, capitalization, punctuation, and other details of the mechanics of writing.

Folding. Fold the four-page sheet once horizontally across the center. The folded letter should exactly fit the envelope, which should match the paper. The letter should be so placed that when it is removed from the envelope and unfolded it will be in the right position to be read.

EXERCISE 177

Study closely the following letter. Notice the spacing, capitalization, and punctuation. Does it satisfy the requirements of a good friendly letter? Give definite reasons to support your answer.

512 Hillcrest Avenue,
Medford, Massachusetts,
April 12, 1928.

Miss Catherine Willard,
1426 Hempstead Street,
Albany, New York.

Dear Aunt Catherine,

We were all delighted to hear this morning of your steady improvement since your operation for appendicitis. I can imagine how glad you are to have it all over and be on the road to good health again. Just think of being able to eat any and every thing! Won't that be a wonderful compensation for three years of dieting?

Mother, father, and I have a great summer planned for you. You are to spend three months with us at the cottage in Falmouth, doing nothing but resting and being company for us all. Before the end of summer you'll be strong enough to go in bathing, and perhaps you and I can do a few short hikes. We shall have a good time, anyway, and you'll be "all fine and fitten," as grandmother used to say, when college opens next fall. You needn't try to offer any objections to these plans, for there are three of us and you'd be outvoted.

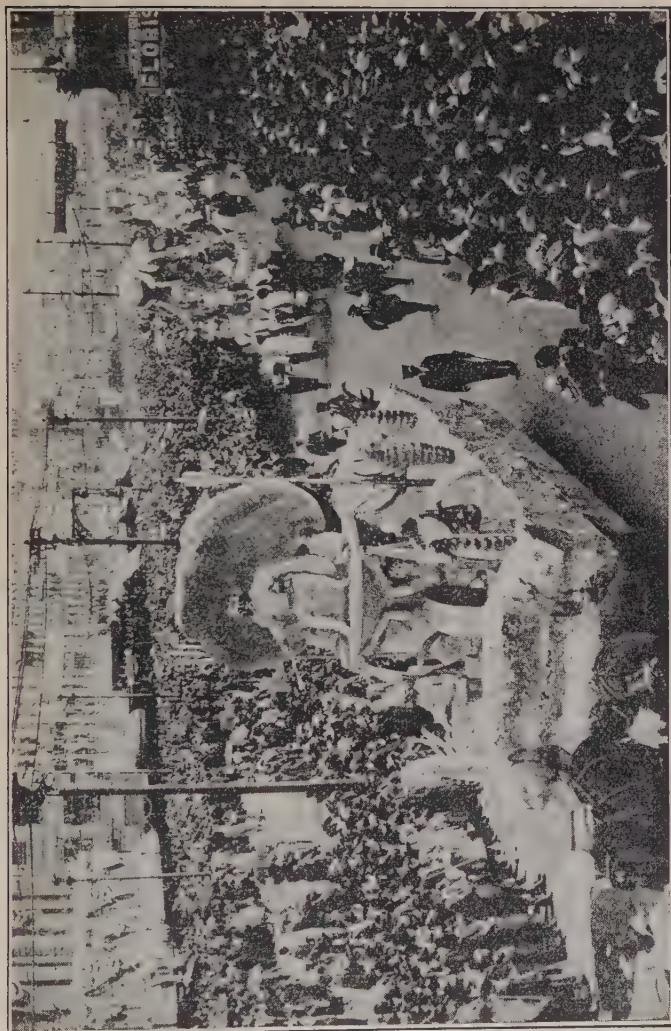
Rest and take advantage of your privileges as a convalescent. If anybody tries to "speak of operations" in your presence, "off with his head!" Such things are now ancient history for you.

Your loving niece,

Alise Reid

EXERCISE 178

Using the specimen given in Exercise 177 as a model, write a letter to some relative or friend. Try to make your letter satisfy the requirements explained in sections 176 and 177. (Keep this letter for use in later exercises.)



MARDI GRAS PARADE IN NEW ORLEANS

Photograph by Ewing Galloway

178. Parts of a letter. A letter is composed of the following six parts :

- | | |
|---------------------------------|---|
| I. The heading | { 1. Address of the writer
2. Date |
| II. The inside address | { 1. Name of the correspondent
2. Address of the correspondent |
| III. The salutation | |
| IV. The letter proper | |
| V. The conclusion | { 1. Complimentary close
2. Signature |
| VI. The address on the envelope | { 1. Name of the correspondent
2. Address of the correspondent |

179. The beginning of a letter. The beginning of a letter consists of (1) the heading, (2) the inside address, and (3) the salutation. The following models will serve as illustrations :

I

147 West Highland Street,
Madison, Wisconsin,
April 23, 1928.

Mr. Horace J. Moreland,
37 Kirkland Road,
Hartford, Connecticut.

My dear Mr. Moreland:

II

Rural Route 3, Box 27
Washburn, Louisiana
June 7, 1928

Mrs. Charlotte Vance
234 Edgewood Terrace
Denver, Colorado

Dear Aunt Charlotte,

III

846 Mission Boulevard
Los Angeles, California
August 27, 1928

Mr. Philip Draper
587 Clarendon Avenue
Springfield, Massachusetts

Dear Philip,

The heading. The heading of a friendly letter should be written in the upper right corner of the first page, about an inch from the top. As the three preceding models show, the heading should contain the *complete* address of the writer and the date. The indented form of arranging the lines of the heading, as in models I and II, is preferable in friendly letters, though the block form, as in model III, is permissible. In punctuating the heading we may use either close punctuation, as in model I, or open punctuation, as in models II and III. *Our choice of form and punctuation for the heading establishes the style to be used in the inside address and in the superscription.*

In a letter to a person who knows our place of residence, we may omit our address, but not the date. If the name of the state is long, we may use an approved abbreviation of it, but we should try to avoid abbreviating any other words. We should write the name of the month out in full and express all the figures in the year number, as September 17, 1928, *never* Sept. 17, '28, or 9/17/'28.

The inside address. The address, as shown in the models, is usually written in three lines. It should begin about two line spaces below the level of the date, and at the left side of the page, about an inch from the edge. This margin we should observe on each page of our letter. The form and punctuation of the address should be the same as the form and punctuation

used in the heading. In familiar letters to relatives and friends, we may omit the address altogether.

The salutation. The greeting of respect or affection should begin even with the left margin, as shown in the models, and be written one line space below the address. The wording and the punctuation of the greeting will vary according to our relation to our correspondent. In a formal friendly letter a colon follows the salutation, but in a familiar letter a comma is sufficient. In each, however, the first word and the word or words standing for the name of our correspondent should be capitalized, as in the models. The specimen salutations given below show the variety, form, and punctuation that should be used.

1. Salutations in a formal social letter :

My dear Doctor Graves: *or* Dear Dr. Graves:

My dear Mrs. Mulford: *or* Dear Mrs. Mulford:

My dear Friend: *or* Dear Friend:

2. Salutations in a familiar social letter :

Dear Mr. Havens,

Dear Miss Rand,

Dear Friend,

Dear Cousin,

Dear Brother Robert,

Dear Mother,

Dear Dad,

Dear Peggy,

EXERCISE 179

Using the models given in section 179, write the beginning of three letters to relatives and friends.

180. The letter proper. The letter itself we should begin one line space below the salutation. The first line should be indented, and there should be a separate paragraph for each topic in the body of our letter. We should use complete sentences always, and should express all pronouns and other words that are grammatically necessary. The use of fragments of sentences and of abbreviations, such as *Wed.* for *Wednesday*, *bros.* for

brothers, *gym.* for *gymnasium*, *lab.* for *laboratory*, or the sign & for *and*, suggests haste and lack of courtesy.

The beginning should be direct, original, and appropriate. There is no valid reason why we should not begin the first sentence with the pronoun *I*, though for the sake of modesty and sentence variety we should avoid using it at the first of too many of our sentences. Unless accident, illness, or absence has prevented our writing earlier, it is best not to make excuses for our delay. The ending of a letter should be just as individual and appropriate as any other portion. There is no reason for using such abrupt, awkward, and mechanical endings as "The postman's whistle warns me that I must stop" or "I can think of nothing more to say; so I will close."

EXERCISE 180

Does the letter that you wrote in Exercise 178 satisfy the requirements for the beginning and the letter proper? Test it by means of sections 179 and 180.

181. The conclusion of a friendly letter. The conclusion of a friendly letter consists of the complimentary close and the signature. By the complimentary close we mean the concluding words of respect or affection, which, like those used in the salutation, should always be in keeping with our relation to our correspondent. The complimentary close should be grammatically independent of the final sentence in the letter proper. A complimentary close preceded by only a phrase, such as "Hoping that I may hear from you soon, Your friend," "With best wishes, Yours sincerely," is not approved by the best writers. The following examples illustrate properly written conclusions:

1. I am always glad to hear of your progress.

Sincerely yours,

Richard W. Bolton

2. We shall never forget your kindness to us.

Gratefully yours,

Katherine Morley

3. The advice that you gave me could not have been better.

Respectfully yours,

Howard Pendleton

Only the first word of the complimentary close begins with a capital, and the last is always followed by a comma. Among a great variety of phrases that, properly chosen, may be used as the complimentary close are the following:

Very truly yours,	Your sincere friend,
Yours very truly,	Faithfully yours,
Sincerely yours,	Cordially yours,
Yours sincerely,	Affectionately yours,
Respectfully yours,	Yours with love,
Yours respectfully,	Devotedly yours,
Gratefully yours,	Your loving daughter,

The signature, as in the examples above, is written one line space below the complimentary close and is not followed by any mark of punctuation. In letters to relatives and intimate friends we may sign only our first name, but in all others we should give our correspondent all the information that he will need in addressing us accurately and appropriately. If the writer is a woman, it is customary for her to indicate whether or not she is married by inclosing her title in marks of parenthesis at the left of her name or by prefixing her title to her husband's name, written within marks of parenthesis immediately beneath her own. The following conclusions illustrate the correct manner of writing the signature:

1. A relative or intimate friend:

Affectionately yours,

Frederick

2. An unmarried woman writing to a stranger :

Very truly yours,

(Miss) Beatrice Sheldon

3. A married woman writing to a stranger :

Very truly yours,

Eleanor Lawrence

(Mrs. Vernon W. Lawrence)

4. A widow who prefers to use her own name :

Very truly yours,

(Mrs.) Eleanor Lawrence

EXERCISE 181

Write the conclusion for the three letters for which you wrote the beginning in Exercise 179.

182. The superscription. The superscription should be neatly spaced and legibly written on the lower half of the envelope, and should correspond in form and punctuation to the inside address. There is no good authority for omitting the period after such abbreviated titles as *Mr.*, *Mrs.*, and *Dr.* A man's address may be written in two ways, *Mr. James W. Spaulding* or *James W. Spaulding, Esq.* The second form is less common than the first, and is generally used in writing to lawyers and other professional men. The address of a married woman should not include her husband's title; thus, *Mrs. Foster Ames*, not *Mrs. Dr. Foster Ames*. The addresses given below will serve as illustrations of correct form :

1. Mr. Donald C. Grayson
1492 Franklin Street
Pittsburgh, Pennsylvania

2. Charles Henry Robinson, Esq.,
Principal of the Boys' High School,
2816 North Pacific Avenue,
Portland, Oregon.
3. Miss Elizabeth Cranston
c/o Mrs. Paul Scott
Hotel Westmoreland
Boston, Massachusetts
4. The Reverend Daniel H. Bright, D.D.,
Concord Theological Seminary,
Charleston, South Carolina.
5. Mrs. Norman C. MacDonald
Rural Route 7, Box 124
Mortonville, Georgia
6. Captain John P. Felton
Grant Military Academy
Des Moines, Iowa

EXERCISE 182

Address an envelope for the letter that you wrote in Exercise 178 and for each of the letters for which you wrote a beginning and conclusion in Exercises 179 and 181. See that the address on the envelope agrees in all details with the inside address.

183. How to improve as letter-writers. In our attempts to write better letters we may find the following suggestions helpful:

1. Write letters more frequently.
2. Answer letters with reasonable promptness, while the impression of the letter received is still fresh in your mind.
3. Put yourself, as fully as you can, in the reader's place. Try to keep his interests and his point of view in mind as you write.

4. Remember that the writing of a good letter requires time and your best effort. Do not "dash off" letters or write "just to kill time," for such letters often "kill" friendships. They suggest a lack of courtesy.
5. Form the habit of making your letters to relatives and intimate friends just as correct and attractive as your more formal friendly letters.
6. Do all you can to make your letters entertaining. Try to make them express your personality just as truly as does your conversation.
7. Cultivate the acquaintance of good letter-writers by reading collections of their letters. Observe how each letter reveals the personality of the writer and how it is adapted to the interests of the reader.¹

TYPES OF FRIENDLY LETTERS

184. Letters of invitation. An informal invitation may be given in a letter, such as that quoted in Exercise 177, or in a brief note, such as the specimens printed below. It should always be sincere in expression and cordial in tone.

¹The following collections contain many letters that will afford entertainment and instruction:

Roosevelt's Letters to his Children, by Theodore Roosevelt.
Life and Letters of Louisa May Alcott, edited by E. D. Cheney.
Life and Letters of Lewis Carroll, edited by S. D. Collingwood.
Life and Letters of Phillips Brooks, edited by A. N. G. Allen.
Letters of William Vaughn Moody, edited by Daniel Mason.
Hans Christian Andersen's Life and Correspondence.
Vailima Letters, by Robert Louis Stevenson.
A Book of Letters for Young People, edited by Stella S. Center and Lilian M. Saul.
Children's Letters, edited by Colson and Chittenden.
Letters from Colonial Children, edited by Eva March Tappan.
Specimen Letters, edited by A. S. Cook and A. R. Benham.
The Literature of Letters, edited by J. B. Opdycke.
A Traveler's Letters to Boys and Girls, by Caroline M. Hewins.
Letters on an Elk Hunt, by Mrs. Elinor Stewart.
The Gentlest Art, by E. V. Lucas.
The Second Post, by E. V. Lucas.

AN INFORMAL INVITATION

June 26, 1928

Dear Helen,

Hearken! Dad has promised us a clambake and stunts down at Rock Point this week-end. I hereby summon you to be on hand for the great event, for there won't be any party without you. So say we all. Tell your boss that you'll have a nervous breakdown if he doesn't give you Saturday off. Don't be silly and bother about clothes. There'll be only the Crawfords and our family. All you'll need for the trip is a bathing suit—and car fare. I'll meet you at the train Friday evening.

Your cousin,

Donald

AN INFORMAL REPLY, ACCEPTING

June 27, 1928

Dear Donald,

A clambake, did you say? That's enough. I'll be there. Mr. Calkins has agreed to let me off, with pay, if I'll promise not to have a nervous breakdown. I've already promised. Isn't he great? I'll see you Friday evening. You needn't bother about coming for me in the car if it's not convenient. I'm traveling "light," as you suggested.

Your cousin,

Helen

AN INFORMAL INVITATION

November 14, 1928

Dear Mrs. Allison,

Since mother is to be in New York City over this week-end, she wishes you to use her ticket to the Symphony Concert on Saturday evening. If you can go, father and I will call for you at seven-fifteen.

Sincerely yours,

Mildred Aiken

AN INFORMAL REPLY, ACCEPTING

November 15, 1928

Dear Mildred,

It is indeed kind of your mother to give such a shut-in as I am the treat of a Symphony Concert. I shall be delighted to accompany you and your father.

Sincerely yours,

Margaret Allison

EXERCISE 183

Write a letter or note of invitation to some relative or friend.

EXERCISE 184

Impersonating Catherine Willard (see the letter of invitation quoted in Exercise 177) or the recipient of the invitation that you wrote in Exercise 183, write a reply accepting or declining the invitation.

185. Letters accompanying gifts. A gift or other token of esteem is much more appreciated by the receiver if it is accompanied by an appropriate note or letter.

A NOTE ACCOMPANYING A BOOK

October 2, 1928

Dear Madge,

The heroine of the novel I am sending you reminds me so much of your mother that I want you to have it. See if you don't agree with me. I hope that you will enjoy reading it as much as I have enjoyed it.

Ever your friend,

Ruth Gordon

A LETTER OF PRESENTATION

Lincoln School
1640 Forest Avenue
Detroit, Michigan
June 9, 1928

Mr. Warren J. Crawford
67 Spring Street
Detroit, Michigan

Dear Mr. Crawford:

We have just heard with much pleasure that you and Mrs. Crawford are going abroad this summer. As members of the basket-ball team, we wish to express, by the gift that accompanies this letter, our gratitude to you for giving so much of your time and energy to coaching our team and enabling us to win the district championship. We hope that the binoculars may be useful to you both on your trip, and that you may have a delightful vacation and return to us in the fall thoroughly rested.

Sincerely yours,

Robert Perrin
Tom Brewster
Edwin La Roque
Jack Stokes
Fred Meisner

EXERCISE 185

Write one or more of the following letters or notes to accompany gifts:

1. A gift to a nurse who has served your family faithfully.
2. A present to a relative or friend.
3. A gift to a deserving family who have been unfortunate.
4. A gift from your class or club to the school library. (You will write and sign the letter as secretary.)

186. Letters requesting favors. Letters of this type are often only semisocial, for our request is generally of a business nature; that is, we expect to profit materially as a result of the favor that we ask. Such letters may be typewritten on business stationery or be written with pen and ink on correspondence paper. They should always be courteous, and we should be very careful not to ask any favor that will embarrass our correspondent in complying with our request or in refusing to do so.

A LETTER REQUESTING A FAVOR

2312 Harrison Avenue
Indianapolis, Indiana
August 27, 1928

Mr. Gordon Conway
64 Commerce Street
Kansas City, Missouri

Dear Mr. Conway :

My mother has suggested that you might be willing to use your influence to help me get a position in the office of Whipple, Snow and Company here in Indianapolis. As you may recall, I was graduated last June from the Technical High School, where I specialized in architectural drawing. I am anxious to study architecture at Harvard as soon as I can, but the loss of my father makes it necessary for me to earn the money to pay my way. This summer I am getting some good practical experience working for the Haynes Construction Company, but I am hoping to secure an office position at better wages. I am eighteen years old, and I believe that I could render good service as an architect's assistant. I know that I should do my best to give satisfaction, for I like the work and am anxious to go to Harvard. Whatever you can do for me I shall greatly appreciate.

Yours sincerely,

John Denham

EXERCISE 186

Write one or more of the following letters requesting favors:

1. A letter inviting a prominent man or woman to speak at a school assembly.
2. A letter requesting a man or woman of note to write for the school paper a message to the students.
3. A letter asking some experienced person to give you advice that will help you to make a wise decision regarding a question that concerns your future.
4. A letter to a friend asking assistance in entertaining guests over the week-end.
5. A letter based on a situation of your own choice.

187. Letters of appreciation. One of the best means of making and keeping friends, and of showing that we deserve what they do for us, is to express our appreciation in notes and letters of thanks. Such letters should be written promptly, and should be simple, natural, and sincere.

AN INFORMAL NOTE OF THANKS

October 21, 1928

Dear Uncle Harry,

It is a great disappointment to Catherine and me not to be able to accept the Chow puppy that you offer to send us. As you know, we both love dogs, and Chows are my favorite. But mother says our new quarters are too small for a dog. We have only a tiny back yard, and she thinks it would be cruel to keep a puppy shut up in it. Thank you ever so much, Uncle Harry, for wanting us to have him.

How I wish we lived in the country as you do, or had a home of our own with a big yard! Do you suppose you could keep the puppy until next summer? We could have loads of fun playing with him when we come to see you and Aunt Eleanor.

Your nephew,

Philip

A "BREAD-AND-BUTTER" LETTER

Suite 27, Bronson Court
1614 Lexington Avenue
Minneapolis, Minnesota
August 1, 1928

Dear Mrs. Herrick :

When I reached home after my delightful month's stay in your camp, all my family exclaimed over my coat of tan and the great improvement in my health. Mother was especially pleased, for she says I spend too much time indoors over books—not necessarily school books, you understand. I suspect that she will make me perch all day for the rest of the summer on the fire escape to keep my outdoor complexion. When I think of those delightful times I had at your camp—the canoe trips, the swimming parties, the games on moonlight evenings—and of that wonderful tree just outside my window that made me drowsy listening to the whispering of the leaves, I feel that you were the finest hostess in the world to invite me to enjoy it all. How can I ever thank you enough!

Your grateful friend,

Dorothy Coulter

A LETTER OF THANKS

2312 Harrison Avenue
Indianapolis, Indiana
September 21, 1928

Mr. Gordon Conway
64 Commerce Street
Kansas City, Missouri

Dear Mr. Conway :

Thanks to your letter of recommendation to Messrs. Whipple, Snow and Company, I have been given a place in their office at an

encouraging salary. I began work yesterday, and I think that I shall enjoy it very much. Mr. Snow called me into his office today for a friendly talk. I like him immensely. He spoke cordially of you and congratulated me on having you for my friend. He told me that you had a talk with him about me during his recent visit to Kansas City. I assured him that I considered myself most fortunate in having you to back me and that I would do my best to live up to your recommendation of me.

Mr. Conway, I want to thank you sincerely for your great kindness. Without your aid I could never have secured this position. With you and my mother to stand behind me, and with experienced men to guide me, I am going to do all I can to make good and to prove my appreciation.

Gratefully yours,

John Denham

EXERCISE 187

Write a letter or note of thanks to the person who did you the favor requested in the letter that you wrote in Exercise 186.

EXERCISE 188

Write a "bread-and-butter" letter to a hostess who has recently entertained you either individually or as a member of a group.

188. Letters of apology. Most of us in our dealings with others now and then act inconsiderately or are thoughtless in what we say or do. Our misconduct causes us no little embarrassment. On such occasions the best way to show our real character is to write a sincere letter of apology, confessing our mistake and asking the forgiveness of the person or persons to whom we have been discourteous.

A LETTER OF APOLOGY

916 Riverway Road
Knoxville, Tennessee
May 13, 1928

My dear Mrs. Hutchins:

Last night I rushed off with a group of girls going my way, and it did not occur to me until I reached home that I had not expressed my appreciation for the good time you provided for us. It was a lot of trouble to entertain Professor Hutchins's class, and we are sincerely grateful to you. You made us feel so much at home that the evening passed all too swiftly. Your party was the climax of fun for the whole school year. It was certainly very thoughtless of me to run away without telling you all this last night. Will you please forgive me and accept this tardy expression of appreciation?

Sincerely yours,

Julia Johnson

EXERCISE 189

Write one or more of the following letters of apology:

1. A letter asking a classmate or other friend to forgive some act of discourtesy on your part.
2. A letter to someone whose property you have damaged, offering to pay for the damage and asking forgiveness.
3. A letter asking a relative to forgive you for writing a rude letter.
4. A letter expressing thorough repentance and asking the principal, the teachers, and the students of your school to pardon some act of thoughtlessness on your part.
5. A letter based on a situation of your own choice.

189. Personal news letters. Most friendly letters that we write concern ourselves and our affairs. They may also contain news of our family, other relatives, and other friends. When we travel, we greatly enjoy writing letters in which we describe what we have seen and relate some of our most interesting

experiences. Even if we have not traveled, we may write letters to distant correspondents, describing unusual places near our homes. We may also write imaginary travel letters, supposing ourselves to be visiting some place familiar to us through our study of geography. In writing a news letter we should be especially thoughtful of the interests of our correspondent and do our best to make our letter entertaining throughout.

A FAMILY NEWS LETTER

October 19, 1928

Dear Mother,

How happy I was to find your good long letter waiting for me when I came in from school! Being substitute housekeeper and going to school have made the past three weeks pretty strenuous, but knowing that you are getting a rest and having such fine times makes me glad that you went to visit grandmother. Thanks to dad's and brother's help, I am getting along very well.

Our Literary Club had its second meeting this afternoon, and I am sure you will be relieved to hear that I lived through my part on the program, which was to give a report on "Common Superstitions." For the past week I've been making life miserable for brother and dad, getting them to help me prepare my report. The boys and girls at school have teased me a lot about my subject. "Did you meet a black cat today, Anne?" they would ask. "Pick that pin up; it's pointing toward you." "Don't drop a spoon in cooking class, Anne." All the same, they seemed to enjoy my paper, but I can tell you it was no fun to me standing up there on the platform reading it. Aren't you proud of your daughter for following your advice about doing whatever is assigned?

Just twelve days until Halloween! Then you'll be home, and we can have our party. I've told all the crowd, and they are coming. They think you are splendid—and so do I.

Give grandmother my love, but keep a liberal share for yourself. Dad and brother will write Sunday. Good-night, mother dear.

Your affectionate daughter,

Anne



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SAN GABRIEL MISSION IN CALIFORNIA

EXERCISE 190

Write a personal news letter to one of the following :

1. A brother or sister away at college.
2. Your father, who is away on a business or pleasure trip.
3. Your younger brother, sister, niece, or nephew.
4. A relative or friend about your own age.
5. An older relative living in another state or in a foreign country.
6. A former schoolmate or teacher.
7. A former neighbor who has recently moved away.
8. Your Sunday-school teacher, Scout leader, or camp counselor, who is away on a visit.
9. A person about your own age who has been introduced to you through correspondence but whom you have never met.
10. A person of your own choice.

EXERCISE 191

Impersonating the recipient of your letter written in Exercise 190, write a news letter in reply.

EXERCISE 192

Write one or more of the following travel letters :

1. A letter giving an account of an interesting trip.
2. A letter describing some place of interest that you have visited.
3. A letter telling of an unusual place in your home community.
4. A letter giving an account of an imaginary trip that you took to some country familiar to you from your study of geography and history.
5. A letter telling of a visit to one of the places or scenes represented by an illustration in this book.

190. Letters of commendation and encouragement. Letters commending a relative or friend for some worthy achievement we too often neglect to write; yet, as we know, they bring great pleasure to the recipient and do much to strengthen friendships. Oftentimes, by a letter of encouragement and friendly counsel, we may give the recipient sincere pleasure and arouse in him greater ambition.

A LETTER OF ENCOURAGEMENT

September 15, 1928

Dear Jack,

Look here, what do you mean by leaving us in this fashion? I supposed your job was for the summer only, but Charlie Benson says you are going to stay on in that chain store. He says that you think you can get ahead faster by dropping out of school now and beginning work, and that you expect to be a store manager in a few years and be "sitting pretty," as he expressed it.

I credited you with more sense than that, Jack. I have no doubt that you could work up to be a manager, but once you were manager of a small store, what then? Do you think you could climb much higher than that with no more education than you now have? You know you couldn't. You'd stick there so long that you'd be miserable. You'd see men of better training managing you, your store, and all the group of stores. And even if you became a supervisor or a district manager, there would be desirable jobs higher up that you could not hold.

You wonder, I suppose, how I came to be such a Solomon and why I am talking to you so straight. Give dad the credit. You see, he left school early—had to. Of course, he has done pretty well for himself and his family. But he has told me a world of things he doesn't talk outside. I never realized, until he began to talk to me, that so many of his ambitions had been stifled because he lacked the training he could have acquired by continuing in school. He says that the thing that makes a man happy and successful isn't simply making money, for he earns enough of that now. It's the ability to do the job higher up a bit better than most other men can do it and to realize that you haven't yet reached your limit.

You know just as well as I do, Jack, that you are making a big mistake. You have a good head on you—you always did beat me in grades—and it's foolish for you to stop this way. It would be different if you *had* to go to work; but when a fellow like you has a chance to finish high school and then go on to college, he's a stupid donkey to spend his time shoving soap and baking powder over the counter. Great guns, boy! There are a plenty of fellows who will *have* to quit school who can do your job just as well as

you are doing it. So why don't you leave it for them to do and come back to us? You can easily catch up with the class. We'll all gladly help you too. I'm going to look for you next week.

Sincerely your friend,

Paul

EXERCISE 193

Write one or more of the following letters of commendation and congratulation:

1. A letter to a boy or a girl who is earning his or her way through school.
2. A letter to a disabled soldier who, in spite of his handicap, is winning success in his work.
3. A letter to a telephone operator whose heroism in the face of danger saved many lives.
4. A letter to the winner in some school or public contest.
5. A letter to your mother and father, or to some other relative, for whose brave struggle you have admiration.

EXERCISE 194

Write one or more of the following letters of encouragement:

1. A letter to a classmate whose only ambition in his courses is "getting by."
2. A letter to a girl whose highest ambition is to be a motion-picture actress.
3. A letter to a capable farmer boy who thinks that life and work in the city will bring him greater happiness.
4. A letter to a father who argues that, since he is a successful self-made man, his children should not waste their time attending school.
5. A letter based on a situation of your own choice.

EXERCISE 195

Write one or more of the following "cheer-up" letters:

1. A letter to a classmate who is temporarily out of school because of illness or accident.

2. A letter to a sister or brother who is forced to remain out of college one year to earn money for expenses.
3. A letter to a friend who has experienced some misfortune.
4. A letter to a person with whom you are acquainted who is an inmate of a home for the aged.
5. A letter to a relative whose sight has failed.
6. A letter based on a situation of your own choice.

191. Letters of introduction and recommendation. Letters in which we introduce one friend to another or recommend something that we believe our correspondent will enjoy, such as a book, a play, a museum, a trip, or a vacation resort, we may regard as friendly salesmanship letters, for in them we try to "sell" to our reader the person or the thing that we vouch for. These letters have a social or friendly motive, and they should not be confused with business letters of introduction and recommendation, which have a commercial objective.

AN INFORMAL NOTE OF INTRODUCTION

June 30, 1928

Dear Dr. Hanson,

The bearer of this note is Edith Lang, a friend and classmate of mine, who will be glad to take my place in your office during the month that I am away in camp. Edith intends to study nursing when she has finished high school. Last vacation she worked in Dr. Markham's office, and I think that you will find her satisfactory.

Sincerely yours,

Hallie Davies

A LETTER INTRODUCING A FRIEND

June 27, 1928

Dear Tom,

Joe Harrington, a friend of mine, expects to be in your town for two weeks during July. He is going to visit his uncle, Mr. Dave Harrington, 914 Sheldon Road, and I want you to meet him. Joe

is an all-round leader in school. This year he won first place in five events and second in two more at our annual track meet. Boy, you should have seen him do the hurdles! He is captain of the track team for next year. Besides being a leader in athletics, he ranks high in his courses and takes part in many school activities. He was business manager of the *Record* this past year, and won the Chamber of Commerce first prize for the best thrift poster. Best of all, Joe is a good scout. You and he have so much in common that I feel sure each will like the other. I have told him a lot about you. Your character has been sufficiently blackened, never fear. I know that you and your friends will show him a good time.

I wish that I could be with the two of you, but mother and dad are sending me away to camp on the first of the month. They and Helen are so eager for me to go and have talked so much about the good camp will do me that I'm sure they are planning an unusually interesting summer for themselves with me away. But perhaps camp won't be so bad.

Your friend,

Ernest

A LETTER RECOMMENDING A BOOK

26 Linden Avenue

Portland, Maine

November 21, 1928

Miss Harriet Hapgood

317 Acadia Street

White Plains, New York

Dear Harriet,

Are you interested in how young girls your age lived in the days of powdered wigs and minuets? Have you ever wanted to read an account of the great Revolutionary War different from that given in history books? Whether you have or have not, I am sure you will enjoy the adventures of Betsy in "A Girl of '76" by Amy E. Blanchard.

When Betsy's father and her boy schoolmate left to join Washington's troops, Betsy realized that she could do her duty by stay-

ing at home and taking care of the rest of the family. Later her home was burned, and she was forced to flee to her relatives. In her flight she had several exciting experiences with British soldiers. Many times she was declared to be a fierce little rebel. Betsy soon discovered that there were a number of ways of helping her country. It was with such thought of service that she devoured the pieces of an important British message. As a result of this, she was taken prisoner by the British. Near the end of the war she heard that her schoolmate, now a young man, was missing from the ranks, and she mourned over her loss.

But I must not tell you any more. Read the book for yourself and find out how Betsy was saved from being "three times a bridesmaid, never a bride."

Sincerely your friend,

Muriel Ratchford

EXERCISE 196

Write a letter introducing one friend of yours to another.

EXERCISE 197

Write one of the following letters of recommendation :

1. A letter recommending a book that you have recently read.
2. A letter calling a friend's attention to a play that you have enjoyed.
3. A letter advising a schoolmate to take a course that you have found profitable.
4. A letter advocating a certain camp or recreation spot.
5. A letter recommending something of your own choice.

192. Fictitious letters. Most of us enjoy impersonating someone else. The writing of fictitious letters, in which we imagine ourselves some other person or a character in literature, we shall find entertaining and profitable. Before we can write such letters, we must have an accurate knowledge of the life and character of the person whom we imagine ourselves to be. We must understand his environment, the conditions under which he

lived, and his relation to persons who knew him, especially the one to whom the letter is written. Our success in writing a fictitious letter that is vivid and individual will depend, furthermore, on our ability to put ourselves wholly in the place of the one whom we are trying to impersonate and to write as he would write.

EXERCISE 198

After carefully studying the following suggestions, write one or more of the following fictitious letters:

1. As a girl or a boy living in Jamestown, Virginia, during the years 1607 to 1620, write a letter to a relative in England, giving an account of your life in the colony. What do you and your family think of Captain John Smith?

2. As one of the Pilgrim colonists at Plymouth, Massachusetts, in 1621, write a letter to a relative in England, telling of life during the first winter.

3. As a boy or a girl living in Lexington, Massachusetts, at the outbreak of the Revolutionary War, write to a friend in some other colony, giving an account of the battle of Lexington and Concord, the ride of Paul Revere, etc.

4. As a girl or a boy living at the fur-trading post, Astoria, Oregon, write a letter describing the burning of the town in 1821. (See Washington Irving's "Astoria.")

5. As a boy or a girl of 1835, write a letter telling of your first railway ride.

6. As a girl or a boy who accompanied your parents across the plains in a covered wagon, write a letter to a friend or relative in the East, telling some of your experiences.

7. Imagine yourself the little girl who became known as the Daughter of the Alamo because she, her mother, and a negro nurse were the sole survivors of the battle of the Alamo in 1836. Write a letter relating the story of the massacre as your mother has related it to you, or tell of the home that the state of Texas has generously provided for you and the educational opportunities that have been given you by the state.

8. As a boy who knows Daniel Boone, write a letter about him to a boy friend or relative

9. As Evangeline, write a letter to a relative telling of the hardships that the Acadians are suffering.

10. As David Copperfield, write a letter to your Aunt Betsy Trotwood.

11. As Jessica, in "The Merchant of Venice," write a letter to your father, Shylock, explaining your elopement with Lorenzo.

12. As Brom Bones, in "The Legend of Sleepy Hollow," write a letter to a friend, telling of the practical joke that you have played on Ichabod Crane.

13. As a citizen of the village in which Rip Van Winkle had lived, write a letter to a friend, giving an account of the return of Rip Van Winkle after his long sleep.

14. As Celia, in "As You Like It," write a letter to your father, telling him of the experiences that you and your cousin Rosalind are having in the Forest of Arden.

15. As Jim Hawkins, in "Treasure Island," write a letter to your mother, relating some interesting adventure you have had.

16. As a person or a character in literature of your choice, write a fictitious letter.

193. Formal notes. Formal notes, which pertain to the etiquette of social life, are strictly conventional in form and style. They are always written in the *third* person. Invitations to social functions, such as dinners, family and club receptions, class and club exercises, as well as wedding invitations and announcements, are generally expressed as formal notes. Our reply, accepting or declining such an invitation, must likewise be written in the *third* person. The month, the day of the week, and the hour of the event for which the invitation is issued should be mentioned, though the year, except in wedding and commencement invitations and announcements, is usually omitted. The date and the hour should always be spelled out. The place and the time of writing are written below the body of the note at the left side. Only the street number is written in figures.

Courtesy demands that we write a formal reply, accepting or declining an invitation, as soon as possible after receiving it.

A FORMAL INVITATION

Mr. and Mrs. Douglas Forbes Lamont request the pleasure of Mr. Edward Burleson's company at dinner on Wednesday evening, October the twenty-fourth, at seven o'clock.

*87 Kirkland Road
October the sixteenth*

A FORMAL REPLY, ACCEPTING

Mr. Edward Burleson accepts with pleasure Mr. and Mrs. Douglas Forbes Lamont's invitation to dinner on Wednesday evening, October the twenty-fourth, at seven o'clock.

*416 Burlington Avenue
October the seventeenth*

A FORMAL REPLY, DECLINING

Mr. Edward Burleson regrets that he cannot accept Mr. and Mrs. Douglas Forbes Lamont's invitation to dinner on Wednesday evening, October the twenty-fourth.

*416 Burlington Avenue
October the seventeenth*

EXERCISE 199

Write each of the following formal notes:

1. An invitation from your parents to the principal of your school.
2. A reply from the principal, accepting the invitation.
3. A reply from the principal, declining the invitation.

CHAPTER XVI

BUSINESS LETTERS

194. What a business letter is. Let us consider at the beginning of our study of business letters the following specimen :

2318 Ontario Avenue
Highland Falls, Michigan
November 16, 1928

School Publications Press Association
712 West Nineteenth Street
Madison, Wisconsin

Dear Sirs :

Last year the Franklin High School began the publication of *The Franklin Almanac*, a monthly magazine. We were greatly encouraged by our success. From more than forty school newspapers and magazines with which we exchanged we received favorable comments. Best of all, we did not run ourselves into debt. This year, with an enthusiastic staff and the coöperation of more than eight hundred subscribers, we are trying to make it an even better publication.

At a meeting of the staff this afternoon I was authorized to write to you concerning membership in the School Publications Press Association. Under separate cover I am sending you several copies of the *Almanac* for examination. When you have looked them over, if you find that we are eligible for membership, will you please inform us how we may become members of the Association.

Very truly yours,

Marian Thorndike,
Editor in Chief

In all correspondence that has a commercial purpose we employ business letters. In such letters we seek to secure for ourselves or for others something that is considered desirable and profitable. As a rule, a business letter concerns a transaction that will be advantageous both to us and to our correspondent.

EXERCISE 200

Show how the business letter in section 194 resembles a friendly letter in *form*. Are the *parts* of each type of letter the same? (See section 178.) How does a business letter differ from a friendly letter in *purpose*?

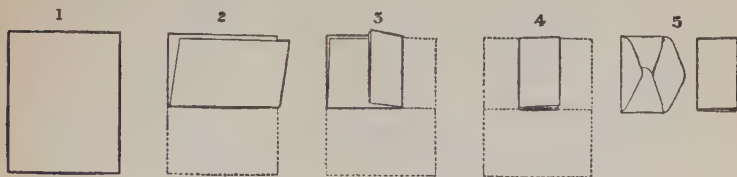
195. Good form in business letters. In most respects the form of business letters is identical with that of friendly letters. (See section 177.) The following details of correct form applying to business letters should be noted:

Writing materials. Use a good quality of white, unruled paper, approximately $8\frac{1}{2}$ by 11 inches. It may be entirely plain, but the stationery of most business men has a printed or engraved letterhead at the top of each sheet. Envelopes should match the paper and be of proper size. You may write a business letter with a pen and ink or with a typewriter.

Manuscript. Unless you use paper bearing a letterhead, begin the heading about two inches below the top of the page. Leave a margin of at least an inch at each side. If the letter is very short, the side margins may be wider. The letter should be symmetrically spaced, like a well-framed picture. If the letter is longer than one page, use a new sheet. Never write on both sides of a sheet.

Folding. A business letter should be folded accurately to fit the appropriate envelope and in such manner as to be in the right position to be read when it is unfolded. Generally you

will use a regular commercial-size envelope (about $3\frac{1}{2}$ by $6\frac{1}{2}$ inches), which requires that you fold your letter according to the diagrams given below:



EXERCISE 201

Using business stationery, copy neatly the letter given in section 194. Space it correctly on the page. Do not make any mistakes in composition. Why are there two paragraphs?

196. Parts of a business letter. The parts of a business letter and a friendly letter are, as we have noticed, exactly the same. (See section 178.)

In a business letter, which is always formal in style, the *heading* and the *inside address* should never be omitted. (See section 179.)

If the paper used has a letterhead, which includes the address, we need write only the date in the position where the full heading would otherwise be placed. The example given below illustrates the correct form:

SPAULDING, MAYNARD AND WRIGHT

Playground Equipment and Athletic Supplies

1427 Parkman Avenue

CHICAGO, ILLINOIS

October 7, 1928

The *salutation* of a business letter is usually followed by a colon. The various forms of salutation include the following:

1. *To one man*: Dear Sir, My dear Sir, *or* Sir.
2. *To one woman, either married or single*: Dear Madam *or* My dear Madam.
3. *To a man and a woman*: Dear Sir and Madam *or* My dear Sir and Madam.
4. *To a group or firm composed of men*: Dear Sirs, My dear Sirs, *or* Gentlemen.
5. *To a group or firm composed of women*: Mesdames *or* Ladies.
6. *To a friend (in semibusiness form)*: Dear Mrs. Denney, My dear Miss Lansing, My dear Doctor Allen, Dear Dean Morse.

The *letter proper*, if it is brief, may be written as one paragraph. Most letters of a page or more will require two or more paragraphs, according to the number of topics included. The indention, which should be about an inch, should be the same for each paragraph of the letter.

The *complimentary close* of a business letter includes such phrases of courtesy as the following:

Yours truly,
Yours very truly,
Very truly yours,
Sincerely yours,

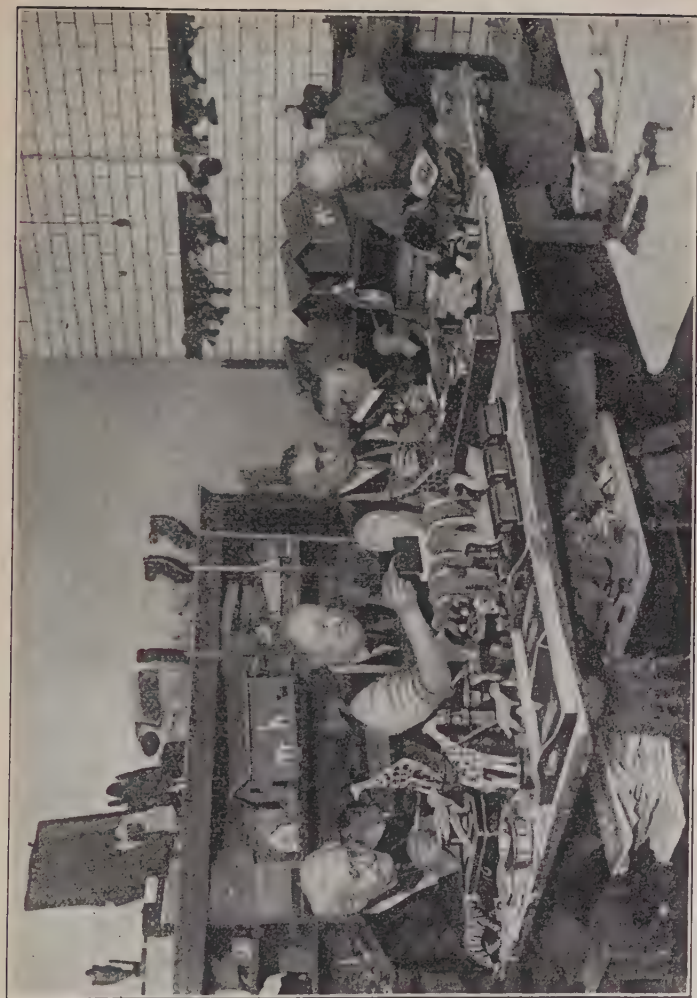
Yours sincerely,
Very sincerely yours,
Yours respectfully,
Respectfully yours,

The *signature* should be legibly written and should be sufficiently full to identify the writer accurately. (See section 181.)

The *address on the envelope* should be the same as the inside address. (See section 182.)

In the upper left corner of the envelope should be written, typed, or printed the return address, which consists of the name and the full address of the writer.

In the upper right corner the stamp should be neatly attached in an upright position.



A GROUP OF AGED TOY-MAKERS

EXERCISE 202

Write correctly the heading, the inside address, the salutation, the complimentary close, and your signature for business letters to the following:

- | | |
|----------------------------|--------------------------|
| 1. A local business man. | 3. A mail-order firm. |
| 2. A prospective employer. | 4. A publishing company. |

EXERCISE 203

Using a commercial-size envelope, write the address and the return address for the following business letters:

1. A letter from you to a mail-order firm.
2. A letter from your father to the governor of your state.
3. A letter from your mother to the publishers of a magazine.

197. Requirements of a good business letter. An effective business letter satisfies the following requirements:

1. *Clearness.* A business letter should be so clearly written throughout that it can be fully understood at the first reading.

2. *Completeness.* To be effective, a business letter must be complete; that is, it must contain everything that is necessary for our correspondent to know if he is to serve us promptly and accurately.

3. *Courtesy.* Good manners are just as important in letter-writing as in conversation. Haste and carelessness in composing a letter show a lack of courtesy. Scores of applications are dropped into the wastebasket as soon as an employer has read such beginnings as the following: "Saw your ad. in the paper yesterday and want to apply for the job." "Yours of 9/17/28 rec'd. and contents noted. In reply to same will say I know all about furnaces." Even in asking for an adjustment, making a complaint, or urging the payment of a debt, we should make the request in a courteous manner.

4. *Conciseness.* We should make our letters just as brief as clearness, completeness, and courtesy will permit. Only those details that are necessary to the proper transaction of the business involved should be included.

5. *Correctness.* Every business letter should show that we understand good form and the mechanics of writing. We should use complete sentences throughout and group our sentences properly in paragraphs. We should revise each letter carefully to see that it contains no error in grammar, sentence structure spelling, capitalization, or punctuation. Correctness demands, furthermore, accuracy in all statements. In writing a letter of application we should be careful to avoid misrepresenting ourselves and our qualifications.

6. *Consideration.* An effective business letter should show proper consideration for the reader. We should at all times avoid making a request that will embarrass our correspondent in complying with it. We ought to be duly considerate of his time also. If he happens to be a friend or an acquaintance, that fact does not warrant our seeking from him advice and favors gratis in order to avoid paying others for them. In each business letter we should show willingness to compensate our correspondent for any value that we are to receive. If a letter requesting a personal favor demands a reply, we should inclose with our request a stamped envelope bearing our address.

EXERCISE 204

Does the specimen letter in section 194 satisfy the requirements of a good business letter? Explain your answer in detail.

198. Directions for revising a business letter. After we have prepared a good first draft of our letter, we should revise it thoroughly by means of the following groups of questions and then make a perfect copy:

QUESTIONS FOR REVISING A BUSINESS LETTER

1. *Margins.* Top? Sides?
2. *Heading.* Position? Spacing? Capitalization? Punctuation? Use of abbreviations?
3. *Address.* Title of courtesy? Position? Spacing? Capitalization? Punctuation? Use of abbreviations?
4. *Salutation.* Appropriateness of greeting? Position? Spacing? Capitalization? Punctuation?
5. *Letter proper.* Position? Spacing? Indentation of paragraphs?
6. *Six requirements of the letter proper.* Clearness? Completeness? Courtesy? Conciseness? Correctness? (Sentence structure? Grammar? Spelling? Capitalization? Punctuation?) Consideration for the reader? (See section 197.)
7. *Complimentary close.* Appropriateness? Position? Spacing? Capitalization? Punctuation?
8. *Signature.* Identification of the writer? Legibility? Position? Spacing?
9. *Appearance of the letter.* Attractiveness? Legibility? Neatness?
10. *Folding.* Is the letter correctly folded? (See diagram in section 195.) Is it placed in the envelope in the right position to be read when it is removed and unfolded?
11. *Address on the envelope.* Position? Spacing? Accuracy? Completeness? Legibility? Capitalization? Punctuation? Use of abbreviations? Return address? Position of stamp? Neatness?

EXERCISE 205

Using the first nine groups of questions given above, examine carefully the copy that you made of the specimen letter in section 194.

EXERCISE 206

Using the questions given above that are applicable, criticize the two letters that follow. Point out all errors, and write a correct version of each letter. Add whatever you think is needed, and omit unnecessary details. Place each revised letter, properly folded, in a correctly addressed envelope.

I

Chicago, Ill.

5/21/28

Dear sirs;

Saw your ad. for a boy to work in stock room. Am sure I can do the job for I know all about groceries because I use to work in my Uncle's store on Saturdays. I'll have to have fifteen a week for I got to make \$175 this Summer. If you can pay me that much and want me I can start work next Monday week. Let me hear from you soon.

Yours Truly

Dick Healey

II

Prairie View Neb

Oct 20 1928

Thos. Gray & Co
Kansas City

My Dear Sir—We are going to have a halloween party on Oct 31 and Im going to be an Old Witch and tell Fortunes. Please send me a Witches Costume if they arent too expensive, if they are just send me six yards of black Cloth and a yard of yellow and I can make it. The party's going to be at the School House, and some of the Girls are going to sell cakes and candy, and Im going to charge everybody ten cents for telling their Fortunes. We are going to give all the money we make to buy books for our School library. Dont you think thats a good idea. I know its going to be lots of fun but a good deal of work too getting ready for it. Hoping you can send the dress right away or the goods for if I have to make it will take some time and Im very busy in School,

Yours respectfully,

Lucy Stork

P.S. Oh yes please send me a Pattern to make a Witches Dress by. Also some black paper to make a Witches Hat, and thats all.

TYPES OF BUSINESS LETTERS

199. Letters of request and inquiry. In soliciting aid, in seeking information, and in asking other favors we use letters of request and inquiry. (See the specimen letter of inquiry given in section 194.)

EXERCISE 207

Write one of the following letters of request or inquiry. Revise it according to the directions in section 198.

1. Ask a student in another school to tell you how the bank in his school is conducted.
2. Ask the secretary of the chamber of commerce if his organization will offer a prize to your class for the best business letter written in a contest.
3. Acting as secretary of your class, ask a local photographer what rates he will give in making pictures for your school paper, magazine, or yearbook.
4. Ask a film agency on what terms your school can rent educational films for use at the weekly assembly period.
5. A letter of inquiry on a subject of your own choice.

EXERCISE 208

Write one of the following soliciting letters. Revise it according to the directions in section 198.

1. Ask for contributions from the students of your school for the local chapter of the Red Cross or some other benevolent organization. Call attention to the work that the organization is doing and emphasize its need of help.
2. Solicit subscriptions for your school magazine or newspaper. Try to show why every pupil should be a subscriber.
3. Encourage pupils to become depositors in the school bank. Point out the advantages to the depositors and to the school.
4. Request the school board to provide a lunch room or a cafeteria in your school building. Back up your request with sound business reasons.

5. Ask the manager of a local theater to give a special matinée performance for your school at which he will show a film that is of particular interest to pupils.

6. A soliciting letter on a subject of your own choice.

200. Informational letters. Informational letters may be written in reply to letters of inquiry, or they may be used by schools and other organizations in acquainting their members with facts and events that are of interest.

A REPLY TO A LETTER OF INQUIRY

1614 Parkman Street,
Granite Rapids, Iowa,
August 21, 1928.

Mrs. Horace J. Gardner,
86 Brookfield Road,
Clarendon, Minnesota.

My dear Mrs. Gardner:

In your letter of August 17 you state that you and your family will move to Granite Rapids about the last of this month. When you have become settled, I shall be glad to see you here at the office of the Classification Committee on any afternoon between two and four o'clock to talk over the classification of your son and daughter in our high school. If you will bring with you their report cards for the past year and a statement from the principal of the Clarendon High School as to their standing, these will help me in making my decision. Since our schools will open on Monday, September 10, we desire to make all classifications before that date if possible.

It pleases us to learn from your letter that the reputation of our schools has led you and your family to select Granite Rapids as your future home. We hope that you may find the schools and life in our community pleasant and satisfactory in every way.

Very truly yours,

Willard T. Cushman,

Chairman of Classification Committee

AN INFORMATIONAL LETTER

Room D
Franklin High School
April 3, 1928

Miss Bernice Lanigan
Director for Room 7
Franklin High School

Dear Miss Lanigan:

As bank director for Room 7 you will please read to the students of your room the following report of the officers and directors of the Franklin High School Bank for the school month ending March 30, 1928:

Total deposits for March	\$2776.85
Total deposits for February	<u>2582.75</u>
Gain in deposits for March	\$194.10
Number of depositors for March	925
Number of depositors for February	<u>872</u>
Gain in number of depositors for March	53
Percentage of depositors for entire school	74
Room 23 ranks first for the largest deposit during March.	
Room 31 ranks first for the greatest percentage of depositors for March.	

The complete ranking list will be posted on the bulletin board tomorrow.

Fellow students, we have already passed both of the highest totals for last year, and we have still two more months in which to make deposits. Let's have a thousand depositors before the end of school and at least \$3000 in deposits for May. We can do it if we try.

Very truly yours,

Herbert Lovejoy, President
Lois Knapke, Treasurer

EXERCISE 209

Write one of the following informational letters. Revise it according to the directions in section 198.

1. Explain the work of some school club or other organization to which you belong.
2. Tell a pupil in another school how the cafeteria in your school is conducted.
3. Inform a pupil in another school of the method of organizing and conducting a school bank.
4. In answer to a letter of inquiry explain how your school has published a successful newspaper or magazine.
5. An informational letter of your own choice.

EXERCISE 210

Write one of the following informational letters. Revise it according to the directions in section 198.

1. A letter giving a report of a campaign for subscribers to your school paper.
2. A letter stating the results of a rummage sale conducted by your school for the benefit of some community charity.
3. A letter reporting the success of a campaign for new members for an organization to which you belong.
4. A letter stimulating students in your school to give better support to basket ball, track, or some other type of athletics.
5. A letter giving a report of the service rendered the community by an agriculture club, nature-study club, or canning club.
6. An informational letter of your own choice.

201. Letters of introduction. A letter of introduction, written in behalf of a person with whom we are well acquainted, makes him known to someone else whom we know. In applying personally to a stranger for a position or a business favor, we shall find a good letter of introduction helpful. Besides introducing the bearer, the writer of the letter often includes a brief recommendation of him.

A LETTER OF INTRODUCTION

921 Cherokee Street
Denver, Colorado
June 9, 1928

Mr. Walter C. Morrison
Camp Navajo
Boulder, Colorado

Dear Mr. Morrison :

This will introduce to you the bearer, Charles Clancy, who would like to earn his expenses as a member of your camp. You may recall that I mentioned him to you last week when you said you should need a boy as assistant cook.

For the past two years Charles has been a member of my cooking class for boys and has done excellent work. Last summer he was general helper in the camp of one of my friends, who would employ him again this year if she were not going to South America. I know that Charles is well qualified to render you good service. He is strong and willing, and is anxious for a vacation out of doors. If you employ him, I feel sure that you will find him satisfactory.

Sincerely yours,

Frances G. Hoffman

EXERCISE 211

Write one of the following letters of introduction. Revise it according to the directions in section 198.

1. Introduce a classmate to an acquaintance of yours with whom he or she might secure a vacation position.
2. Your family is moving to another community. Introduce a former cook, laundress, or other domestic helper to some other family.
3. The janitor of your school wants lighter work. Introduce him to one of your acquaintances who might employ him.
4. Introduce your dog or some other pet to a farmer who will board him and care for him during the winter months.
5. A letter of introduction of your own choice.

202. Letters of application. By means of a letter of application we introduce ourselves to a prospective employer and enter upon negotiations for a position. In competition with several other applicants we try to "sell" him our services. Our letter should tell the whole story concerning our fitness for the position sought. It should set forth accurately, truthfully, and completely all the necessary information about ourselves, and by its clear, direct, and courteous expression it should make the right impression on the person who reads it; otherwise our application will receive no further attention.

There can be no absolutely fixed rules for writing a letter of application, but there are a number of points that we shall do well to note carefully.

1. *Fitness.* First of all, if you realize that you are not qualified to render satisfactory service, do not waste your time and that of others by applying.

2. *Honesty.* Never misrepresent your age, your health, your training, your experience, your special fitness, or any other detail. To do so injures your character and your reputation.

3. *Contents of the letter.* To be complete, a letter of application should include the following items, which are usually arranged in three or four paragraphs:

Paragraph 1. Introduction.

Reference to the way in which you have heard of the position.

Mention of the fact that you wish to be considered an applicant.

Paragraph 2. Qualifications.

Your age. The extent of your education. Special training received in school or during an apprenticeship. Practical working experience. Other special qualifications, if any. Reason for seeking a change of work or of employer.

Paragraph 3. Recommendations.

A list of recommendations inclosed or the names and addresses of persons who can vouch for your character and ability.

Paragraph 4. Conclusion.

Your willingness to see your prospective employer in person if an interview is desirable.

In stating your qualifications in Paragraph 2 show proper confidence in your ability, but be careful to avoid boasting.

4. *Correctness.* Do everything that you can by an honest statement of your qualifications and by a letter that is excellent in composition to convince your prospective employer that you are the best person that he can find for the position.

5. *Recommendations and references.* If in his advertisement an employer asks that testimonials be submitted with the letter of application, you should submit them. Many business men prefer, however, to have the writer of a recommendation send his letter directly to them, believing that by this means they will come nearer learning the whole truth about an applicant. For this reason, it is generally better to give the names and the addresses of those persons who can and will vouch for you. In addition to the names and addresses of your references, you may, if you wish, inclose one good letter of indorsement to give the reader a more definite idea of your qualifications than your letter of application alone can convey.

A LETTER OF APPLICATION

2312 Harrison Avenue
Indianapolis, Indiana
August 31, 1928

Whipple, Snow and Company
524 Seventeenth Street
Indianapolis, Indiana

My dear Sirs:

Mr. G. H. Wetmore of your office told me recently that you have a place for another assistant in your blue-print department. If

you have not yet employed anyone, I should like to be considered an applicant for the position.

Last June I was graduated at the age of eighteen from the Technical High School, where I specialized for three years in architectural drawing. In the Technical Schools Exhibit at Chicago, three of my drawings were submitted by Mr. Klein, and one of them was awarded second prize in Class B. Since June 15 I have been working in the office of the Haynes Construction Company, and have been gaining some valuable experience. Though Mr. Haynes hired me for only three months, I believe that he would keep me if I wanted to stay. I am hoping, however, to secure a position that will give me more training in drafting than I am now getting. I have excellent health. I do not smoke.

As to my character and fitness for the position, I am permitted to refer you to the following men: Mr. R. L. Klein, head of the Department of Architectural Drawing, Technical High School; Mr. Arthur C. Haynes, of the Haynes Construction Company, 197 Raymond Street; and Mr. Gordon Conway, 64 Commerce Street, Kansas City, Missouri.

If you wish to see me, I shall be glad to call at your office. During working hours you can reach me by telephone at Mr. Haynes's office, and in the evening by calling Bryant 1723.

Very truly yours,

John Denham

EXERCISE 212

Read again Dick Healey's letter in Exercise 206. Give as many reasons as you can why it is not an effective letter of application.

EXERCISE 213

Clip from the "Help Wanted" column of a local newspaper an advertisement of a position that you think you might be able to get, and write a letter applying for it. Revise your letter according to the directions in section 198. Attach the advertisement to your letter with a paper-clip.

EXERCISE 214

Apply for one of the following positions. Plan and compose your letter carefully. Revise it according to the directions in section 198.

- | | |
|------------------------------|-------------------------------|
| 1. Assistant to a camp cook. | 6. Page in a library. |
| 2. Caddy at a country club. | 7. Assistant in a dairy. |
| 3. Tourist guide. | 8. Photographer's assistant. |
| 4. Clerk in a toy shop. | 9. Bundle-wrapper in a store. |
| 5. Usher at a theater. | 10. Waitress in a tea room. |

203. Letters of recommendation. A letter of recommendation, which concerns the qualifications of an applicant for a position, is written at the request of the applicant or a prospective employer. During our early years we shall hardly be called on for letters indorsing others. We may, however, get a much better idea of our own fitness for a position if, impersonating someone who is capable of recommending us, we write the kind of letter of recommendation that we think he would be justified in writing in our behalf.

EXERCISE 215

Impersonating a man or a woman whom you gave as a reference in your letter of application written in Exercises 213 or 214, write a letter recommending yourself as an applicant for the position.

EXERCISE 216

Impersonating your father or your mother, write a letter recommending someone who has worked for your family. Revise it according to directions in section 198.

204. Letters accepting or declining positions. Business courtesy requires that we accept or decline a position as soon as we have reached a decision. If it is necessary for us to decline, we should do so courteously, stating, as a rule, the reason for our action.

EXERCISE 217

Write a letter accepting or declining a position that has been offered you. Revise your letter according to the directions in section 198.

205. Buying letters. If an order is to be filled promptly and accurately, we must make our buying letter clear and complete. It should be as brief as possible, but it must include the following points of information:

1. Specify accurately and fully the goods ordered. If the seller has identified the article by a catalogue number, be sure to give that number. Oftentimes you will need to mention such details as size, dimensions, amount, weight, price, color, style, quality, finish, brand, or make. In writing an order give a separate line or paragraph to each item.
2. Give clear and full directions for the shipment of the goods. State whether you wish them sent by mail, express, or freight, unless you want to leave this matter for the shipper to decide. If they are to be sent by express or freight, give the proper address, if it differs from your mail address.
3. Indicate how payment is made or will be made. If the payment is inclosed with the order, state the form (post-office or express money order, check, etc.) and the amount of the remittance. If the payment is to be made later, mention the method, as C. O. D., upon receipt of bill, within thirty days, etc. Unless the method of payment is satisfactory to the seller, the goods will not be sent.

When we subscribe for a magazine or newspaper, we should include in our letter the following items of information: (1) the form and the amount of the inclosed remittance; (2) the date on which the subscription is to begin; (3) the duration of the subscription; and (4) the name and the complete address of the person to whom the publication is to be sent. If we ask a publisher to change an address, we should give the old address as well as the new.

A BUYING LETTER

87 Milam Street
Ardmore, Oklahoma
April 12, 1928

Spencer, Pratt and Company
1219 Commercial Street
Dallas, Texas

Dear Sirs:

You will find inclosed a post-office money order for \$10.75, for which please send me by express the following:

1 Playground Ball, No. 218	\$3.00
1 Set of Rope Quoits with Stands, No. 8B	3.50
1 Pair of Athletic Shoes, No. DH, Size 5	2.25
1 Pair of Roller Skates, No. 7	2.00
	\$10.75

Very truly yours,

John H. Collier

EXERCISE 218

Examine again Lucy Stork's letter in Exercise 206. Give as many reasons as you can why it is not a good buying letter.

EXERCISE 219

Write a buying letter ordering one of the following lots of goods. See that it is clear and complete.

1. Athletic supplies for yourself or your team.
2. Furnishings for your room or a summer camp.
3. Materials for making a garment.
4. Books for members of your family.
5. Provisions for a camping trip.
6. Toys for younger children.
7. Pictures for your schoolroom.
8. Materials for making a lamp shade.
9. Seeds for a vegetable or flower garden.
10. Gardening tools.

11. Parts for your bicycle.
12. Photographic supplies.
13. Phonograph records.
14. Articles of your own choice.

EXERCISE 220

Make a correct copy of the letter given in Test Exercise 51.

EXERCISE 221

Write a letter renewing your subscription to a magazine and asking that it be sent to a new address.

206. Letters requesting an adjustment. Some of us may have occasion now and then to write a letter in which we present a business claim. Before we ask for an adjustment, we should try to determine whether or not we have a just cause for complaint. If we honestly believe that we are entitled to compensation for a loss, injury, or inconvenience, we should present our claim truthfully and courteously, stating accurately the details of our grievance.

A LETTER OF COMPLAINT

809 Jefferson Street,
Raleigh, North Carolina,
November 21, 1928.

Simpson and Warner,
89 West Seventh Avenue,
Baltimore, Maryland.

Dear Sirs:

The tea set that I ordered from you on November 7 came today. When the expressman delivered it, he called my attention to the damaged condition of the box, and we opened it at once. Upon unpacking the set we found nine pieces broken. Inclosed you will find the expressman's inventory of the damage. I am inclined to agree with him that the packing box was too light to protect the contents.

You may imagine my surprise at having the goods shipped to me, for you will find, if you consult my order, that I asked you to send the set to my mother, Mrs. Francis B. Moulton, 112 Magnolia Street, Richmond, Virginia. Will you please have another set sent to my mother at once?

I am returning the damaged goods at your expense.

Very truly yours,

(Miss) Cornelia Moulton

EXERCISE 222

Write one of the following letters of complaint. Revise your letter according to the directions in section 198.

1. A publisher has sent you the wrong book. Ask him to correct the mistake.

2. Last night your father's garage and car were destroyed by fire. Report the loss to the company or companies that had insured the property and ask for an adjustment of the insurance claim.

3. The goods that you ordered in your letter written in Exercise 219 were received in a damaged condition. State the nature and the extent of the damage and request an adjustment.

4. The magazine that Robert C. Haynes ordered in Test Exercise 51 is being sent to him instead of Harold W. Craig, who should receive it. Impersonating Robert C. Haynes, call the publisher's attention to the error and ask that it be corrected.

5. A letter of complaint of your own choice.

EXERCISE 223

On November 1, 1928, Lucy Stork (see specimen letter II, Exercise 206) wrote a letter of complaint to Thomas Gray and Company, 1824 Meridian Street, Kansas City, Missouri, because she had failed to receive the goods that she thought she had ordered on October 20. Did she have just grounds for her complaint? Explain your answer by referring to her letter.

207. Selling letters. Selling letters, which are a form of direct advertising, constitute a large and important part of business correspondence.

Before we can compose a selling letter that will get results, we must first of all understand fully the product that we are trying to sell. We should try to determine its probable appeal to a prospective buyer. In planning our letter we should answer in detail these two important questions: (1) Why should a person want what I am offering for sale? (2) How can I lead the reader of my letter to buy it?

If a selling letter is to accomplish its purpose, it should be composed from the point of view of the prospective buyer, and be adapted to his mental level and interests. It should be limited to a single definite purpose, the selling of one product or service, and it should be truthful and accurate in all statements. It should be concise and to the point, and be so plainly and simply expressed that the reader will understand it at once.

Though selling letters will vary in contents and must be specially adapted to the person or the class of people solicited, there are four general requirements that all good letters of salesmanship must satisfy:

1. Get your prospective customer's attention at once by an attractive opening sentence or an introductory paragraph.
2. Arouse his interest by appealing to him personally and by showing an intelligent understanding of his needs.
3. Induce him to want the product or service offered. Emphasize its strong points.
4. Lead him to buy what you have to sell.

The ability to write an effective selling letter we shall find valuable both while we are in school and when we later engage in business. During our school days some of us may have commodities which we try to sell by means of a sales letter, and many of us will endeavor to sell our services to employers

through letters of application. We may all write selling letters for our relatives and acquaintances who are in business. Young men and women well trained in the use of English who can write letters that will sell goods and services are in great demand in factories, stores, and various other mercantile establishments. It will be well, therefore, for those of us who are interested in a business career to practice extensively the writing of selling letters while we are in school.

A SELLING LETTER

Lincoln High School
Portland, Oregon
September 28, 1928

Wadsworth Pen Company
2312 Huron Avenue
Chicago, Illinois

Dear Sirs:

We, the staff of *The Lincoln High School Record*, recall with pleasure the three advertisements that you ran in our newspaper last spring. Many of our students bought the desk set that you advertised and have found it most satisfactory.

We believe that advertising in the *Record* this year will help you make hundreds of new friends among our two thousand student readers. We are inclosing our rate card and a copy of our advertising contract for the school year. May we hear from you soon?

Very truly yours,

Robert C. Hastings,

Business Manager

EXERCISE 224

Write a selling letter to a friend or an acquaintance, offering one of the following commodities. Do your best to make your letter

satisfy the four requirements mentioned in section 207. Revise it according to the directions in section 198.

- | | |
|-----------------------------------|---|
| 1. A trained dog. | 8. Homemade rugs or carpets. |
| 2. A parrot or other pet. | 9. A bicycle, radio, or phonograph. |
| 3. A calf, colt, or pig. | 10. Pillow covers or tie racks. |
| 4. A pen of fine poultry. | 11. Book ends or a desk set. |
| 5. Homemade candies. | 12. Lamp shades, baskets, or calendars. |
| 6. Silhouette or mechanical toys. | |
| 7. Braided or hooked rugs. | |

EXERCISE 225

Write a letter in which you try to find a buyer for your service in one of the following positions. Make your letter of application (see section 202) a good selling letter. Revise it according to the directions in section 198.

- | | |
|--------------------------------|-------------------------------|
| 1. Office boy or girl. | 6. Delivery boy or newsboy. |
| 2. Clerk in a pet shop. | 7. Nurse for young children. |
| 3. Operator of an elevator. | 8. Summer caretaker. |
| 4. Page in a hotel or library. | 9. Timekeeper. |
| 5. Playground assistant. | 10. A job of your own choice. |

EXERCISE 226

Acting as secretary of your class in English, write a general selling letter to be sent to the business men and women of your community, offering the service of your class in the writing of business letters. Remember that the reader will consider your letter a specimen of what you and your classmates are capable of doing as letter-writers.

EXERCISE 227

Acting as secretary of your class in general science, nature study, physiology, or agriculture, write a general selling letter offering the help of your class in performing one or more of the following serv-

ices for the benefit of persons in your community. Revise your letter according to the directions in section 198.

- | | |
|-------------------------------|----------------------------------|
| 1. Testing milk or eggs. | 6. Preventing fires. |
| 2. Testing other foods. | 7. Destroying weeds. |
| 3. Testing seeds and soils. | 8. Fighting insect pests. |
| 4. Giving first-aid lessons. | 9. Making a balanced diet. |
| 5. Improving home sanitation. | 10. Canning and preserving food. |

EXERCISE 228

Write a selling letter for your father, mother, or other person in your community, in which you try to find a buyer or buyers for one or more of the following commodities. Revise your letter according to the directions in section 198.

- | | |
|------------------------------|-----------------------------|
| 1. Farm products. | 6. Craft furniture or toys. |
| 2. Dairy products. | 7. Home-cooked dainties. |
| 3. Poultry products. | 8. Homemade rugs or carpets |
| 4. Pedigreed dogs or cats. | 9. Athletic supplies. |
| 5. Fish and other sea foods. | 10. A vacation camp. |

EXERCISE 229

Your class will hold a contest to determine who can write the best business letter. The principal of your school, your teacher, the athletic coach, or the secretary of the chamber of commerce of your town will give you a subject for the contest. Each student may write one letter. Sign a fictitious name to your letter, and in a small envelope bearing the fictitious name on the outside inclose a slip of paper on which is written your real name. Seal the envelope and fasten it with a paper-clip to your letter. After a committee has selected the three letters that seem best, each letter will be read to the class, and a vote will be taken in writing to determine first, second, and third place in the contest. Do your best to write a winning letter.

PART FIVE

COMPOSITION FOR IMMEDIATE USE

CHAPTER XVII

EFFECTIVE SPEAKING AND WRITING

208. Speaking and writing. Speaking and writing are the two ways in which we communicate with others. Speaking trains us in thinking and in using words in sentences to express what we have to say. Writing trains us in more deliberate thinking and in the more accurate expression of our thoughts. In our efforts to attain skill in the effective use of English we should devote equal attention to speaking and writing.

209. Effective expression our goal. Practice such as that provided by the Test Exercises and by the many exercises in Part One and in Part Two is highly important in helping us to acquire greater skill in composition. We should realize, however, that doing these exercises, making recitations, giving talks before the class, writing compositions, and passing examinations are the means, not the end, of our study. *Our goal is the development of power of expression, the ability to say effectively what we have to say.* In order to achieve our goal, we should make intelligent use of our present opportunities by striving to speak and write correctly and entertainingly on all occasions. Skill in the use of English is important in our social life and is one of the essentials of leadership in all the more desirable trades and professions.

EXERCISE 230

In a short talk discuss the importance of correct English in your class in science, mathematics, history, manual training, domestic science, or some other subject.

EXERCISE 231

Discuss in a short talk the value of good English in the home of a high-school pupil.

EXERCISE 232

In a short talk discuss good English as an essential in getting and holding a desirable position. Make your discussion specific by selecting a definite kind of work and by using your own experience or that of some person whom you know to illustrate your talk.

EXERCISE 233

Discuss in a short talk the importance of correct English in the trade or the profession that you expect to make your life work.

210. Five essentials of effective expression. In all effective expression we shall find that there are five essentials:

1. We must have something to say.
2. We should have a definite reason for saying it: (1) to inform, (2) to convince or persuade, or (3) to entertain our hearers or readers.
3. We should adapt what we say to the understanding and interest of our hearers or readers.
4. We must do our best to make what we say clear and entertaining.
5. We must develop sufficient skill in the mechanics of composition to accomplish our purpose.

211. Steps in preparing a composition. There are four important steps in preparing oral and written compositions:

1. Selecting a good subject.
2. Gathering the necessary material.
3. Arranging the material by means of an outline.
4. Developing the outline into a composition.

Let us consider briefly in the following sections each of these five steps.

212. Selecting a good subject. A good subject is one that we fully understand. It should be thoroughly familiar to us from personal experience, observation, thinking, or reading. It should be one that interests us greatly and that will interest others if we present it effectively in an oral or written composition.

Most subjects, when they first occur to us, are too broad and general. They need to be *limited* before we can deal with them satisfactorily. In considering any subject, therefore, we should ask ourselves this question: Is it properly limited to fit my information, my ability, and the time and space allowed me? Suppose that we are thinking of "School Games" as a subject. We can see at once that it is too large. But if we limit it to "How to Play Scrimmage Ball," we have so reduced it in scope that we can probably discuss it clearly and entertainingly in a short talk or in a brief written composition. We indicate the limitation of a subject by the wording of the title.

EXERCISE 234

Which of the subjects given below would you select for a short talk or a brief written composition? Indicate your second and third choice of subjects, and explain why your first choice is the best.

- | | |
|---|---|
| 1. My Favorite Pet. | 5. Why Our Team Should Win the Next Game. |
| 2. A Narrow Escape. | 6. An Unusual Birthday Gift. |
| 3. Why Merchants Should Advertise in Our Paper. | 7. My Dog's Best Trick. |
| 4. The Best Book I Have Read. | 8. A subject of your own. |

EXERCISE 235

Criticize the following subjects. Why are those in the right column better than those in the left? Which subject would you choose for a short talk or a brief written composition? Why?

- | | |
|----------------|-----------------------------------|
| 1. Friendship. | 6. Why Mother Is My Best Friend. |
| 2. Education. | 7. Why I Like History. |
| 3. Thrift. | 8. Our School Bank. |
| 4. Candy. | 9. How to Make Walnut Fudge. |
| 5. Nature. | 10. How Robins Build Their Nests. |

EXERCISE 236

From each of the following general subjects derive two or more limited subjects that could be presented properly in a short talk of three to five minutes:

- | | |
|--------------------------|-----------------------|
| 1. Inventions. | 6. Outdoor Sports. |
| 2. Automobile Accidents. | 7. Dogs. |
| 3. Contagious Diseases. | 8. Newspapers. |
| 4. Economy in Nature. | 9. Benjamin Franklin. |
| 5. Farm Life. | 10. Transportation. |

EXERCISE 237

Write in the form of titles three subjects derived from each of the following: (1) your experience, (2) your observation, (3) your reading, (4) your other courses in school. Is each subject so limited that you could treat it in a short talk or in a brief written composition? Which subject do you consider the *best* one for you? Why?

213. Gathering the necessary material. Having chosen a properly limited subject, we need next to gather material with which to develop it. If our subject is one familiar to us, our own information, gained from experience, observation, talks with other persons, or reading, will generally supply our needs. If we require additional material, we may get it from books of reference, magazines, or newspapers, or by talking with a person

who is an authority on our subject, or by visiting some such storehouse of information as a museum.

In the actual process of collecting material we shall find it convenient, after thinking out the first rough plan for our composition, to jot down on a sheet of paper the various topics that seem to us necessary, in whatever order they occur to us. For our composition on "How to Play Scrimmage Ball" we might write the following topics:

1. What scrimmage ball is.
2. General character of the game.
3. Object of the game.
4. Make-up of each team.
5. Played outdoors or indoors.
6. The field or court.
7. Necessary equipment.
8. Resemblance to football and basket ball.
9. Number of players.
10. Shape of court.
11. Size of court.
12. Scoring.
13. Fouls.
14. Penalty for fouls.
15. Beginning the game.
16. Positions of players.
17. Captains.
18. Forwards.
19. Guards.
20. Referee.
21. Putting the ball into play.
22. Duration of the game.
23. Putting the ball back into play.

EXERCISE 238

Select the best *limited* subject that you can find in Exercises 234, 235, 236, and 237, and list, in the manner just illustrated, all the topics required to develop it properly in a short talk.

214. Arranging the material by means of an outline. The topics that we jotted down for our composition on "How to Play Scrimmage Ball" must be rearranged before we have a satisfactory outline. We must decide which are the principal topics and which are to be subordinated to them. The more important or larger topics we shall make the main divisions of our outline; the less important we shall use in developing them. When we have rearranged them thus, we have the following outline:

HOW TO PLAY SCRIMMAGE BALL

1. General character of the game.
 - a.* Resemblance to football and basket ball.
 - b.* Necessary equipment.
 - c.* Played outdoors or indoors.
 - d.* Duration of the game.
 - e.* Number of players.
2. The field or court.
 - a.* Shape.
 - b.* Dimensions.
3. The object of the game.
4. The make-up of each team.
 - a.* The number of players in each.
 - b.* The captains.
 - c.* The forwards.
 - d.* The guards.
5. Beginning the game.
 - a.* Positions of the players.
 - b.* The referee.
 - c.* Putting the ball into play.
6. Fouls.
7. The penalty for fouls.
8. Putting the ball back into play.
9. Scoring.

215. Developing the outline into a composition. With our plan written out before us, we can concentrate our attention on developing each topic as we come to it. For each of the nine

topics of our outline of "How to Play Scrimmage Ball" we should construct a good topic sentence that will state at the beginning of each paragraph the main idea of that paragraph.

The following sentences might serve as topic sentences for the nine divisions of our talk :

1. Scrimmage ball is a game introductory to football and basket ball.
2. A scrimmage-ball field or court is a rectangle forty yards long and twenty yards wide.
3. The object of the game is to cause the ball to go over the goal line of the opposing team.
4. The members of each of the two teams are chosen by the two captains.
5. At the beginning of the game one of the forwards of each team takes his place facing his opponent inside the ring at the center of the field.
6. There are several foul plays in the game.
7. A foul play entitles the opposing team to try for a goal from the penalty line of its opponent.
8. When the ball goes out of boundary, it is put back into play in the same manner as in basket ball.
9. The scoring is very simple.

In composing our talk or writing our composition we should develop each topic sentence into a good paragraph, which, as we compose it, we may consider a composition in itself. When we have developed our outline, there should be one paragraph for each main topic.

EXERCISE 239

Using the topics that you jotted down in Exercise 238, rearrange them, in the manner explained above, to form a good outline.

EXERCISE 240

Write out a good topic sentence for each main topic of the outline that you made in Exercise 239. Hand in your topic sentences, with your outline, for your teacher to examine.

216. How to give a talk. Before we attempt to give a talk, we should understand the following requirements of effective speaking, and with these in mind we should try to make our delivery more effective by practice:

Bodily deportment. The effectiveness of what you say will depend, to a considerable degree, on your bodily deportment while you are speaking. When you talk, stand at the front of the room or hall, facing your audience. Assume an erect, yet easy and natural, posture. You may alter this posture freely, but do not distract the attention of your hearers by fidgeting. Do not slump or lean against a desk or chair. Use your hands and feet naturally. Hold your head up, look at your audience, and speak directly to them. Watching their faces will help you to judge the effect of your talk.

Manner of speaking. Try to speak deliberately, clearly, and pleasantly. Avoid quick, jerky, nervous speech and annoying pauses. Pronounce your words with care. Enunciate distinctly. Do not muffle or slur any words, and avoid blurring the latter part of a sentence through haste to finish it. Try to speak forcefully and with proper expression. Pitch your voice so that it will reach every member of your audience. Do your best to avoid false starts and such mannerisms as "er," "uh," and "and-uh" to fill in a pause. If you must pause, be silent until your next thought comes and you find words to express it.

Use of outline or notes. It is best for you to speak, if possible, without referring to an outline or to notes. If you feel that you cannot trust your memory, you may in your earlier talks use a concise outline or brief notes, written as key words on a small card that you can hold in your hand; but try to get along without looking at the card. If your teacher has had you place your outline on the front board, so that your audience may examine the plan of your talk, keep your back turned to the board and face your audience as you speak.



A SUCCESSFUL POSSUM HUNT

Avoidance of errors. Do not distract the attention of your audience by mistakes in grammar, such as "done" for "did" and "these kind" for "this kind"; errors in the use of words, such as "set" for "sit" and "learn" for "teach"; mispronunciations, such as "sawr" for "saw" and "extry" for "extra"; and violations of idiom, such as "different to" or "different than" for "different from." Greater care in your everyday speech and painstaking practice in preparing to give your talk will enable you to avoid most, if not all, of these embarrassing mistakes and will build up confidence in your ability as a speaker.

Other aids to effective speaking. Enthusiasm for your subject, earnestness of purpose, and sincerity and vigor in your manner of speaking will do much to win and hold the attention of your hearers. You may add greatly to the vividness of your talk if you use specific, concrete words instead of general terms. You will often find that you can make your talk more clear and vivid by using an object, a model, a picture, a diagram, or a rough blackboard sketch to illustrate it. Finally, *the greatest aids to effective speaking are thorough preparation and frequent practice in giving talks.*

EXERCISE 241

Review Test Exercise 26. Then speak distinctly the following expressions. Be careful to avoid slurring.

- | | |
|------------------------------|---------------------------------|
| 1. Did you know your lesson? | 11. Can you draw a picture? |
| 2. Go on. Don't wait for me. | 12. I am very glad to meet you. |
| 3. Didn't you see him? | 13. Who do you think is coming? |
| 4. We must catch him. | 14. What are you waiting for? |
| 5. What did you say? | 15. I want to go along. |
| 6. I used to go there. | 16. What is your name? |
| 7. We saw him Saturday. | 17. I lost the tube Tuesday. |
| 8. Give me your hand. | 18. Did you wear your arctics? |
| 9. Where did you find it? | 19. She asked me twice. |
| 10. I have to meet him soon. | 20. He kept his old clothes. |

EXERCISE 242

Review Test Exercise 27. Then pronounce aloud with care the following words :

accurate	cruel	kettle	pōetry	several
acts	detail	larynx	problem	shiftless
against	draw	liked	program	soda
arctic	drowned	medieval	promptly	something
attempt	duel	memory	put	sophomore
audacious	finally	mystery	quantity	stew
avenue	finger	new	really	student
barrel	floor	nothing	recognize	stupid
battle	forehead	object	reduce	swept
bottle	golf	once	respect	through
calculate	government	original	revenue	tiny
candidate	governor	oyster	round	usually
can't	guarantee	people	salad	when
children	height	perhaps	salary	yellow
contempt	hesitate	peril	Saturday	yesterday
correct	interested	perspiration	saucy	yet
coupon	introduce	piano	separate	zoölogy

EXERCISE 243

Pronounce aloud the following pairs or groups of words with such distinctness of enunciation that your classmates may accurately distinguish each word from the other word or words :

Affect, effect ; and, end ; anger, hanger ; been, bean ; bird, Boyd, bud ; boil, bile ; bun, burn ; Calvary, cavalry ; cease, seize ; chair, cheer ; consul, conceal ; costume, custom ; council, counsel ; creek, crick ; deaf, leaf ; de cease, disease ; device, devise ; dice, dies ; elusion, illusion, allusion ; ere, ear, err ; finally, finely ; find, fine ; finger, figure ; fire, far ; flesh, flash ; for, far, fur ; girl, gull, guile ; here, ear ; irrelevant, irreverent ; just, jest, gist ; leaf, leave ; library, laboratory ; like, lack ; merry, Mary ; nothing, nutting, nodding ; partner, pardoner ; pen, pin ; persecute, prosecute ; pillow, pillar ; pitcher, picture ; place, plays ; poor, pore ; poplar, popular ; prevent, perhaps ; principal, principle ; quiet, quite ; race, raise ; real, reel ; rice, rise ; sense, since ; sink, sing, singe ; sit. set .

speak, spick ; statue, stature, statute ; suppose, surprise ; tarred, tired ; tell, till ; ten, tin ; then, thin, din, den ; there, dare ; think, thing ; those, doze ; toil, tile ; ton, turn ; were, wear, where ; whale, wail ; what, watt ; which, witch ; while, wile, wild ; white, wight ; wither, widow ; your, yore.

217. Giving the talk. Let us suppose that we have carefully prepared our talk on "How to Play Scrimmage Ball" and have practiced delivering it until we have developed a proper confidence in ourselves that we can give it well before our classmates. This is our talk :

HOW TO PLAY SCRIMMAGE BALL

Scrimmage ball is a game introductory to football and basket ball. It is a good deal like football in the great amount of strenuous exercise that it gives the players. It resembles basket ball, too, for a basket ball is used, and the game may be played on a large gymnasium court as well as on an outdoor field. As in basket ball, the game is played in two halves of whatever length of time the captains and the referee may decide. At least eight players are required, but any larger number that is divisible by four, up to forty, may take part. The players have no special uniform. They wear their old clothes, and from my experience I should say the older the better. Groups of girls or boys may play, but there should be no mixed teams, nor should a team of girls play against a team of boys.

A scrimmage-ball field or court is a rectangle forty yards long and twenty yards wide. Each end is a goal. Side lines connect the ends of the goal lines, and thus form the boundary of the field. Fifteen feet inside each goal line and running parallel to it for the entire width of the field is the penalty line. At the exact center of the field there is a circle six feet in diameter. This circle, the penalty lines, and the boundary lines are all marked off with lime.

The object of the game is to cause the ball to go over the goal line of the opposing team. The ball can be struck with only one hand. I will explain the scoring later.

The members of each of the two teams are chosen by the two captains. Each team must have an equal even number of players. These are divided into an equal number of guards and forwards. The captains also choose the referee.

At the beginning of the game one of the forwards of each team takes his place facing his opponent inside the ring at the center of the field. The remaining players on each team line up behind their own goals. The ball is put into play exactly as in basket ball. When the referee gives the signal and tosses the ball into the air, each of the two forwards tries to knock the ball in the direction of his opponent's goal. At the same time, the other forwards rush into the field, the guards advance to a position between their goals and the penalty lines, and the game is on.

There are several foul plays in the game. No player is allowed to strike, push, or tackle an opponent. He is not permitted to throw or strike the ball except with one hand, or to block it intentionally with his body. It is also contrary to the rules for a player kneeling or lying on the ground to hit the ball.

A foul play entitles the opposing team to try for a goal from the penalty line of its opponent. The members of the offending team all line up behind their goal. A member of the other team stands on the penalty line, and when he tosses the ball up, one of his team-mates tries to knock it over the goal line before it touches the ground. At the moment the ball is struck, the members of the offending team rush forward, trying to prevent a goal.

When the ball goes out of boundary, it is put back into play in the same manner as in basket ball.

The scoring is very simple. Each goal made by a scrimmage counts two points. A field goal, which may be made from any point of the field no nearer the goal than the penalty line, counts one point. There is usually plenty of exercise and fun, no matter whether your team wins or loses.

EXERCISE 244

Using the outline in section 214 and the topic sentences in section 215, study closely the composition on "How to Play Scrimmage Ball." Notice how each paragraph develops the corresponding topic in the outline.

218. How to judge a talk. The following questions will help us in judging a talk:

1. Was the talk a clear and complete treatment of the subject?
Was the subject properly limited?

2. Could you easily follow the speaker's development of his subject? Were the main topics arranged in the right order? Were any necessary topics omitted? Were any included that should have been omitted?
3. Was the beginning of the talk clear and direct? Was the ending satisfactory? Did the speaker stop as soon as he had finished?
4. Did the talk show careful preparation? Did it seem that the speaker had thought out his talk fully and practiced it sufficiently? Did he use notes?
5. Was the speaker's delivery effective? Did he put himself into his talk and speak with earnestness and enthusiasm? What can you commend especially in his delivery? What improvement can you suggest?
6. Was the talk vivid and concrete? What particularly effective words and sentences do you recall? Did the speaker use a model, a diagram, a picture, or other means of illustrating his talk?
7. Did the speaker pronounce all words correctly? Did he enunciate distinctly? Did he slur any words? Could you easily understand every word from where you sat? Was your attention distracted by any errors in grammar, pronunciation, or the choice of words? Did he say "er," "uh," or "and-uh"?
8. Was the speaker's bodily deportment good? Was his posture natural and effective? Did he look at his audience? Can you suggest any improvement?
9. Did you find the talk interesting? entertaining? If not, what reason can you give? Was the speaker to blame? Did the fault lie in his subject? Were you a sympathetic listener? Did you do your best to help the speaker make a good talk?
10. What other constructive suggestions can you offer for improving the talk?

EXERCISE 245

Read aloud the talk on "How to Play Scrimmage Ball." Practice reading it aloud until you can read it well. You or some other mem-

ber of the class will be called on to read it before the rest of the class. When the talk has been given, criticize it by means of the questions given in section 218.

EXERCISE 246

Come to class prepared to give as a talk the composition that you have been preparing in Exercises 238, 239, and 240. Do your best by thorough preparation and practice to deliver your talk well. (See section 216.) Get all the help you can by looking over the questions for judging a talk. (See section 218.)

219. How to revise a written composition. Suppose that, instead of giving a talk on "How to Play Scrimmage Ball," we have written a first draft of a composition on the same subject. If we read it over carefully, we shall find that we can improve it in several respects before we write the final copy. In revising our written compositions we shall find the following questions helpful:

1. Is the beginning of my composition clear, direct, and interesting?
2. Have I developed each topic sentence sufficiently to make my discussion clear? Does any paragraph contain unnecessary details?
3. Have I one and only one paragraph for each main topic? Have I made the connection between the paragraphs clear?
4. Does my composition have an ending, or does it merely stop?
5. Are all my sentences correct? Are there any "period faults" or "comma faults"? (See sections 123 and 124.)
6. Are there any mistakes in grammar?
7. Have I misspelled any words?
8. Are my sentences correctly capitalized and punctuated?
9. If I were the reader, should I enjoy reading this composition? If so, why? If not, why not?
10. Does this composition represent my best effort?

EXERCISE 247

Write a composition developing the outline or the topic sentences that you made in Exercise 239 or 240. Revise your first draft by means of the questions given in section 219.

220. How to prepare the final copy of a composition. After we have thoroughly revised and improved our composition to the best of our ability, we are ready to make a final copy. Unless other instructions are given, we should write it according to the following directions:

Writing materials. Use white theme paper. This is usually ruled and has a margin marked off at the left, sometimes at the right also. Use black or blue-black ink and a clean pen that does not blot or scratch. Never write the final copy of your composition with a pencil.

Writing the first page: the title. On the first line of the page write the title of your composition. Arrange it so that the spaces to the right and to the left of it are equal. If it is too long to be written on one line, put as much of it as will look well on the first line, and place the rest, centrally spaced, on the next line, thus:

*Why Our School Should Have a Larger
Athletic Field*

Capitalize the first word and all other important words in the title. As a rule, articles, prepositions, and conjunctions within the title are not capitalized. If you typewrite your composition, capitalize *all* letters in all words of the title, just as a printer does. Unless the title is in the form of a question or an exclamation, place no mark of punctuation after it.

Margins. If your theme paper has no margin line, rule off a margin of at least one inch at the left side of each page. *Do not write in this margin.* It is well to observe a margin of about half an inch at the right side. Never leave a long blank space at

the end of a line unless it is the last line of a paragraph. If the bottom line on a page does not provide room for making the lower stem letters distinctly, leave it blank. If you typewrite your composition, use unruled white paper $8\frac{1}{2}$ by 11 inches. Leave a margin of at least two inches above the title and a margin of at least an inch at the left side and as nearly as possible one of the same width at the right side.

Indenting. Begin your composition on the *second* line, or *two* line spaces, below the title. An unmistakable indention of about an inch should precede the first line of every paragraph, but no other line in a paragraph should be indented.

Writing other pages. Begin the second page of your composition on a new sheet that is exactly like the first. Write on only one side of each sheet. In the upper right corner write the appropriate page number, using arabic figures. Place no mark of punctuation after page numbers. Do not number the first page, for the title indicates that it is page one. In all other details follow the directions given for writing the first page, except that the title is not repeated.

Neatness and legibility. Write neatly and legibly. Avoid flourishes, conspicuous shading, or any other peculiarity in penmanship. Try to observe equal spacing between words, and do not crowd the letters within a word. Place the dots for *i*'s and the crosses for *t*'s where they belong. Distinguish carefully between *a*'s and *o*'s, *e*'s and *i*'s, *e*'s and *l*'s, *m*'s and *w*'s, *n*'s and *u*'s, *b*'s and *h*'s, *h*'s and *k*'s, *r*'s and *n*'s, and *g*'s and *y*'s. Do your best to make every word instantly legible.

Never hand in a soiled, rumpled, or blotted manuscript. Rewrite any pages that are not neat and clean.

Finally, take pride in producing a perfect manuscript. Before you submit it see that it is correct in grammar, sentence structure, spelling, capitalization, and punctuation, and in every detail of good form. Make it attractive in appearance. Good

thoughts must be correctly expressed and presented in good form if they are to make the best impression upon your reader.

Folding the manuscript. After arranging the pages in proper order and getting the edges even, fold the manuscript lengthwise down the center. Use a paper-clip to hold the pages together, but do not fasten them permanently.

The indorsement. Place the folded manuscript before you on the desk so that the loose edges are toward your right hand. Be sure that you have not carelessly turned your paper upside down. About two inches down from the top, or on the first line of ruled paper, begin the indorsement. It should include your name and class number, the name and section of the course, and the date. These items should be written in three lines, thus:

Robert J. Forbes, 9B
English 1,2
October 23, 1928

EXERCISE 248

Make a final copy of the composition that you wrote in Exercise 247. Follow closely the directions given in section 220.

EXERCISE 249

Following the instructions given in sections 212, 213, 214, 215 and 216, prepare a talk on one of the following subjects:

1. How Our School Paper Is Prepared and Printed.
2. The Duties of an Umpire in a Baseball Game.
3. How to Develop and Print a Kodak Picture.
4. Girls Are Better Students than Boys.
5. Our Lack of School Spirit.
6. Clubs in Our School Should Be Abolished.
7. How a Radio Receiving Set Works.
8. Why I Am a Boy Scout (Girl Scout, Camp Fire Girl).
9. How the Expenses of Our City Are Paid.
10. A subject of your own choice.

EXERCISE 250

Following the instructions given in sections 212, 213, 214, 215, 219, and 220, prepare a written composition on one of the following subjects :

1. How to Serve a Five-Course Dinner.
2. The Superiority of Country Life to City Life in the Summer.
3. How to Make an Effective Personal Application for a Job.
4. How to Write an Effective Letter of Application.
5. The Qualifications That the Editor of Our School Paper Should Possess.
6. The Qualifications of a Good Newspaper Reporter.
7. The Qualifications of a Good Stenographer.
8. The Most Important Qualities in a Good Citizen.
9. A subject suggested by your teacher.
10. A subject of your own choice.

221. Rewriting corrected compositions. When our compositions have been returned to us, we shall usually find that our teacher has marked certain errors. These will generally be indicated by means of symbols, letters, and abbreviations (see inside back cover) placed in the left margin. (We should understand clearly the meaning of each symbol, letter, and abbreviation.) Suggestions for improving our compositions may be written on the outside of the manuscript. As soon as we have received a corrected composition, we should make a careful written revision of all mistakes. If the structure of our composition is faulty, or if there are many mistakes in form and the mechanics of writing on each page, we should rewrite the entire composition. The revised or rewritten version should be submitted at a designated time to show that we have made the corrections and have profited by our teacher's suggestions.

CHAPTER XVIII

SPEAKING AND WRITING TO INFORM

222. Taking part in conversations. All of us gain through conversation our first skill in the use of English. During our entire life we rely on it as our chief means of communication. Every day we employ it to get and to give information. The exercises that follow will give us practice in social and business conversations, interviews, and informal group discussions.

EXERCISE 251

Choose one of your classmates and conduct a natural social conversation suggested by one of the following topics :

1. A recent event in school or in your community.
2. A book, a story, or a poem that you both have read.
3. An experiment in general science, physiology, or agriculture.
4. How to introduce two persons (1) of different ages, (2) of different sexes, and (3) of different social or official rank.
5. A topic of your own choice or one suggested by your teacher.

EXERCISE 252

Using two classmates to impersonate the following pairs of people, introduce those of each pair according to proper social form :

1. Your teacher and a classmate.
2. Your mother and a girl chum.
3. Your father and your teacher.
4. A girl classmate and a boy classmate.
5. Your sister and the football coach.

EXERCISE 253

With a classmate, who will impersonate a prospective employer, carry on a conversation in which you make inquiries concerning a position and then apply for it.

EXERCISE 254

By asking questions that will gain the information that you desire, conduct in class one of the following interviews, in which a classmate will impersonate the man or the woman interviewed:

1. Find out how one of your teachers spent a recent vacation.
2. Get from the librarian her impression of the students.
3. Learn from the coach his opinion of one of your teams.
4. Get from the janitor the story of his life.
5. An interview with a person of your own choice.

EXERCISE 255

Take part in a group conversation about one of the following topics. It will be advisable to designate someone as leader of the discussion, but the conversation should be informal and natural.

1. How to improve the assembly program.
2. Student conduct in the halls and on the grounds.
3. A longer daily school session.
4. School letters for high rank in studies.
5. Monday instead of Saturday as the weekly holiday.
6. A topic suggested by your teacher.

EXERCISE 256

Hold a reception of "notables," at which the host, the hostess, and each guest will be impersonated by a member of the class. The host and the hostess will introduce all guests who are not acquainted with one another. Decide on appropriate topics of conversation, and conduct one or two rehearsals before the reception is given in class.

EXERCISE 257

In a group conversation discuss the following topics :

1. How subscribers can aid in improving telephone service.
2. Courtesy in telephone conversations.

EXERCISE 258 ¹

With a classmate hold one or more of the following conversations over the telephone, impersonating the speakers wherever it is necessary. Begin by calling the operator. Make your conversation courteous and natural. (A third member of the class will impersonate the operator.)

1. Invite your classmate to visit you over the week-end.
2. A friend who has just arrived in town talks with your mother, father, sister, or brother.
3. Two girls are talking on Sunday night.
4. A girl and a boy are talking on the day following a game or a school entertainment.
5. Your grandmother and your little brother or sister hold a conversation during the Christmas vacation.
6. You have been out of school because of illness. Ask a classmate to give you the lesson assignments.
7. Your mother orders her supplies for the week-end.
8. You ask the expressman to call at your home for a package.
9. Your father makes an appointment with his dentist.
10. Your sister reports a mistake in filling some order.
11. Your house is afire. Call the fire department.
12. You have just noticed a man climb in at the window of the house next door. Call the police department.
13. A motor accident has just occurred. Call the police department or a hospital and ask that an ambulance be sent.

223. Announcements and notices. We make frequent use of announcements and notices to inform others of meetings, ex-

¹This exercise can be made more natural and effective if actual telephone instruments are used. The local telephone company may be willing to lend the school two discarded instruments.

hibits, contests, entertainments, and various other events, and to call attention to articles and animals lost or found. To be effective, an announcement or a notice must be clear, concise, and complete. It may be either oral or written. As a rule it answers the questions Who? When? Where? What? and sometimes, in addition, the questions Why? and How?

EXERCISE 259

Examine carefully the announcements and notices printed below. What questions does each answer?

VOCATIONAL GUIDANCE CLUB

Since Thursday, the regular date for the fortnightly meeting of the Vocational Guidance Club, is Thanksgiving Day, the Club will meet on Wednesday, at the eighth period, in Room 305. An expert from the Southern California Telephone Company will be the chief speaker.

POSTER EXHIBIT

On Saturday afternoon, November 17, from 2 to 6, there will be held an exhibit of high-school posters in the Perkins Building, at the corner of Grove and Chestnut Streets.

Lost. In the Assembly Hall yesterday an Eclipse fountain pen. Red and black mottled barrel and cap, stamped with the initials C.S.H. Finder please return the pen to the owner, Catherine Howard, Room 212.

Found. A purse in the stadium last Saturday. The owner may get it at the office of the coach by identifying it and paying for this notice.

EXERCISE 260

Prepare two oral announcements to be given in your English class, at a meeting of your club, or at the next assembly.

EXERCISE 261

Write three announcements or notices to be posted on the bulletin board or printed in your school paper or local newspaper.

224. Giving directions. Almost daily someone asks us to tell him how to go from one place to another. Attention to the following points will help us to make the directions that we give simple, clear, and complete :

1. Put yourself in the place of the inquirer.
2. Give the necessary details in the right order and from the point of view of the inquirer.
3. Include only essential details.
4. Answer fully the questions Where? and How?
5. If necessary, use a diagram or a map to make your directions clear.

EXERCISE 262

Examine the following specimen and show how it illustrates the instructions given above :

STRANGER. Will you please tell me how to reach the Perkins Building?

STUDENT. Take a Main Avenue car in front of the school building and go to Sixth Street. There transfer to an Arsenal car. Get off at Grove Street and walk two blocks east. The Perkins Building is on the corner of Grove and Chestnut Streets.

EXERCISE 263

In conversation with a classmate, who will impersonate a stranger, give clear directions for going from

1. The school building to the station.
2. The school building to your home.
3. The school building to a public park.
4. A certain hotel to the station.
5. Your schoolroom to the principal's office.

EXERCISE 264

In a telephone conversation with a classmate, who will impersonate a stranger, tell him how to go from one of the following points to the other :

1. The station to your home.
2. His home to your home.
3. A certain hotel to your home.
4. The public library to your school.
5. His home to a certain church.

EXERCISE 265

In a brief social letter or note give a relative, a friend, or an acquaintance directions for one of the following:

1. For joining you at your Scout camp.
2. For coming from the station to your home.
3. For driving from his home to your summer home or camp.
4. For making himself comfortable in your unoccupied camp.
5. For finding your favorite picture in an art museum.

225. Giving definitions. A definition is an accurate explanation of the meaning of a word. To define a word is to restrict, or to set a limit to, its meaning. In the two preceding sentences we have *defined* the noun *definition* and the verb *define*. In the making of definitions we should be guided by the following requirements:

1. To be accurate, a definition must so limit the word defined that it has one and only one meaning.

Civics is the *science* | of civil government.

A *cousin-german* is the *son* or *daughter* | of one's uncle or aunt.

A *synonym* is *one of two or more words* | of the same language having the same or nearly the same essential meaning.

To jump is *to spring* | free from the ground by the muscular action of the feet and legs or, as in some animals, the tail.

Each of the definitions given above involves two steps. First, we name the *class* which includes the word to be defined. Secondly, we indicate the necessary *differentiæ*, that is, the characteristics that distinguish the word to be defined from all other words belonging in the same class. Preceding the vertical line in each of the examples is the word to be defined and the

word or phrase denoting the *class* to which it belongs. Following the vertical line we have the *differentiæ* necessary to complete the limitation of the word so that it will have but one meaning. These two steps are required in defining almost all nouns and verbs, as well as certain words used as other parts of speech.

2. Each definition should be phrased to fit the part of speech of the word to be defined.

a. Define a noun by another noun or by an expression beginning with a noun.

Biology is the *study* of living things.

A *physician* is a *person* who is skilled in physic, or the art of healing.

Freedom is the *quality* or *state* of being unrestrained.

b. Define a verb by another verb, using the infinitive form preceded by the sign *to*.

To play is *to engage* in recreational exercise.

To demonstrate is *to show* by reasoning or proof.

To lie is *to utter* a falsehood with intention to deceive.

c. Define an adjective by means of another adjective or by means of a phrase.

Noxious means *harmful* or *destructive*.

Healthful means *serving to promote health*.

Healthy means *being in a state of health* or *enjoying health*.

d. Define an adverb by means of another adverb or by means of a phrase.

Soon means *immediately*, *at once*, or *without delay*.

Deftly means *dexterously* or *in a deft manner*.

Cowardly means *in the manner of a coward*.

3. A definition should be stated concisely in a complete sentence and be expressed in language that will be easily understood.

4. A definition should never repeat the word being defined, nor should it include a cognate of it if another word can be found.

Correct. *To approve* is to sanction officially or to ratify.

Incorrect. *To approve* is the act of *approving* something.

5. Never attempt to define a word by the use of a *when* clause, a *where* clause, or a *what* clause.

Correct. *Illness* is a state of disordered health.

Incorrect. *Illness* is *when* you are sick.

Correct. A *bed* is an article of furniture to sleep or take rest in or on.

Incorrect. A *bed* is *where* you sleep.

Correct. A *pen* is an instrument used in writing with ink.

Incorrect. A *pen* is *what* you write with.

EXERCISE 266

In the following definitions tell the part of speech of each word defined and show how it is defined. Point out all words that designate the *class* to which the word defined belongs and indicate the *differentiæ* employed.

1. A house is a structure intended or used for human habitation.
2. An oculist is a person skilled in treating diseases of the eye.
3. Honesty is the quality or state of being honest.
4. To transpire is to become known.
5. Breathing is the process of taking oxygen into an organism or body and giving off carbon dioxide.
6. Partly means in some measure or degree but not wholly.
7. Curious means eager for knowledge or habitually inquisitive.
8. To facilitate is to make easy or less difficult.
9. A jury is a body of men sworn to give a true answer, or verdict, upon some matter submitted to them for decision.
10. Craftily means skillfully, shrewdly, or in a crafty manner.
11. Expedient means apt and suitable to the end in view.
12. An arbalest is a crossbow consisting of a steel bow set in a shaft of wood, furnished with a string and a trigger and a mechanical device for bending the bow.
13. To hinder is to interrupt, retard, or prevent from starting or moving forward.
14. Pollination is the transference of the powderlike substance called pollen from the anther where it originates to the stigma.
15. A machine is any device used to transfer or transform energy, or to change the direction or magnitude of a force doing work.

EXERCISE 267

Which of the following definitions are correctly stated? Criticize and rewrite those that are incorrect.

1. A pen is an instrument used in writing with ink.
2. A quotation is something quoted.
3. Disorder is when things are confused.
4. Energetic means forcible, powerful, or vigorous.
5. To deceive is the act of deceiving someone.
6. Akin means when you are kin to somebody.
7. To reject is to cast off or to refuse to accept something.
8. Covertly means secretly or privately.
9. A misunderstanding is where something is not understood.
10. Memorizing is the act or process of fixing accurately in mind certain details so that they can later be reproduced without referring to the original or to the source of information.

EXERCISE 268

Define accurately the following pairs of nouns. Make the distinction between the words in each pair entirely clear.

EXAMPLE:

Physiology is the study that treats of the functions of living things.

Anatomy is the study that treats of the structure of living things.

audience	synonym	pirate	talk	stranger
spectators	homonym	thief	lecture	foreigner
discovery	character	council	house	vacation
invention	reputation	counsel	home	holiday
station	captive	person	earth	newspaper
depot	prisoner	party	world	magazine

EXERCISE 269

Define accurately the following pairs of verbs. Bring out clearly the difference in meaning between the words in each pair.

learn	lay	repair	can	favor	claim
teach	lie	fix	may	resemble	maintain

accept	raise	bring	expect	run	settle
except	rise	carry	suspect	conduct	locate
affect	set	fetch	think	provoke	aggravate
effect	sit	take	suppose	enrage	annoy

EXERCISE 270

Define accurately the following pairs of adjectives. Make clear the distinction in meaning between the words of each pair.

oral	mutual	unique	savage	practical
verbal	common	unusual	barbarous	practicable
mad	mean	nice	less	disinterested
angry	vicious	pleasing	fewer	uninterested

EXERCISE 271

Define accurately the following pairs of adverbs. Make clear the difference in meaning between the words of each pair.

soon	formerly	slowly	seriously	disgustingly
early	formally	tardily	fatally	disgustedly
most	hastily	angrily	respectfully	proudly
almost	quickly	viciously	respectively	haughtily

EXERCISE 272

Write a paragraph in which you define one of the following words or phrase names. (See section 170.) If necessary, tell what the term includes, use comparison or contrast, and give examples.

1. Manual training.
2. General science.
3. New England.
4. Quarantine system.
5. Juvenile court.
6. Junior high school.
7. Track athletics.
8. Bacteria.
9. Laboratory.
10. Domestic science.

226. Making recitations. Our ability to recite well will depend upon a thorough preparation of the assignment. In preparing each assignment we should consider the topics included

and the questions that will probably be asked. If we are wise, we shall give some thought in advance to formulating our answers. If an assignment is long or rather difficult, it will often be advisable to prepare a brief outline.

In making a recitation we should be guided by the following directions :

1. Listen attentively to the question.
2. Think of what the question means and how much is to be included in your answer.
3. Begin your answer with a sentence referring directly to the question or containing the topic to be explained or discussed.
4. Bring in details in the right order. Make your answer clear and complete.
5. Express your answer in your own words. Do not memorize the words of the author, and never say "the book said" or "it says."
6. Stick close to the question or topic. Make your answer as concise as possible.
7. In reciting apply what you have learned about giving talks. Pitch your voice so that all members of the class can hear you with ease. Speak grammatically, pronounce words correctly, and enunciate distinctly.
8. Consider every recitation in every subject an exercise in oral composition.

EXERCISE 273

Study closely the following specimen recitations. Notice that the first question requires only a brief answer, whereas the second demands a topical answer in two paragraphs.

I

TEACHER. What are the principal feeding organs of plants?

PUPIL. The principal feeding organs of plants are the roots and the leaves. From the soil the roots take water, nitrogen, and minerals necessary for plant growth. From the air the leaves get the carbon dioxide required by the plant.

II

TEACHER. Explain what is meant by naturalization, and tell how a foreigner becomes a citizen of the United States.

PUPIL. Naturalization is the process by which a foreigner becomes a citizen of another country. In the United States it involves two steps: first, a declaration of intention on the part of the alien to become a citizen of this country; second, a petition for admission as a citizen.

A foreigner who is at least eighteen years old may appear before any Federal, state, or territorial court of record and declare his intention to renounce his former country and ruler and to become a citizen of the United States. At this time he may take out his *first papers*. Not less than two years nor more than seven years later he may come before the court and submit his petition for naturalization, provided he is then twenty-one years old, has lived in the United States for at least five years, and has spent the last year in the state or territory in which naturalization is to be acquired. His petition must give his full name, place of residence, occupation, and date and place of birth. It must be signed by him and by two reliable witnesses who are themselves American citizens and who testify that he is of good moral character and that they have known him for at least five years. He must also declare that he is not opposed to organized government, that he renounces absolutely and forever all allegiance to the foreign country of which he was a citizen or subject, that he gives up any hereditary title that he may possess, that he does not believe in polygamy, and that he intends to become a loyal citizen of the United States. He must be able, furthermore, to read and write English, and must pass an elementary examination in United States history, civics, and geography. He cannot secure his certificate of naturalization, or *second papers*, until ninety days after filing his petition, nor within thirty days before a general election.

EXERCISE 274

Come to class prepared to make a good recitation in answering one of the following questions:

1. What is meant by rotation of crops?
2. Why does dew not form on cloudy nights?
3. How is the governor of your state elected?
4. Explain how to give a talk effectively.

5. What are the essentials of a good poultry house?
6. Explain how to serve a formal dinner.
7. What is meant by "energy foods"? "growth foods"? "health foods"?
8. Why is woolen clothing warmer than cotton clothing?
9. Give the life history of a frog.
10. What natural resources are responsible for the growth of one of the chief industrial cities in your state?

227. Taking examinations. The taking of an examination involves three steps: (1) thinking, (2) planning, and (3) writing. Practice in taking examinations according to these three steps and according to the following directions will enable us to save much valuable time and give a better account of our knowledge, both of the subject and of composition:

1. Read each question carefully.
2. Think of what the question means, and try to determine what a satisfactory answer will include.
3. Plan your answer. Unless a question can be answered in one or two sentences, collect the necessary facts and ideas and arrange them in the right order.
4. In the first sentence, or in the first part of the sentence, of each answer repeat the words of the question.

Question. What are the five great plant families?

First sentence of your answer. The five great plant families are the following:

5. If the answer to a question includes several subtopics, try to give it in the form of an enumerative paragraph.

Question. Name and explain the functions of the United States Senate. (This question may be answered briefly and clearly in an enumerative paragraph. See the first illustrative paragraph in section 171.)

6. Arrange the parts of each answer in the order demanded by the question.
7. Cover the whole question in your answer, but do not include any unnecessary details.
8. Make your sentences brief, clear, and to the point.

9. If you do not know the answer to a question, omit it. Guessing and writing merely to fill up space waste time and will not deceive the teacher.
10. As soon as all the questions are before you, read through the list, and try to apportion to each its proper share of time.
11. Except in solving problems in arithmetic and algebra, or in answering a question by means of an outline, express all your answers in complete sentences.
12. Remember that every examination in every subject is an English composition. Write grammatically, spell correctly, capitalize and punctuate intelligently. Do not forget that legibility and neatness count in your favor.

EXERCISE 275

Using the directions given above, write correct answers to two or more of the following questions:

1. How is the president of the United States elected?
2. Explain the cause of cyclones.
3. Name the kinds of soil, and tell how each is formed.
4. What is the importance of live stock to modern agriculture?
5. What are the qualifications and duties of a policeman?
6. What are the qualifications of a successful nurse?
7. Name and discuss briefly Pasteur's chief contributions to the science of health.
8. Explain what is meant by the mechanics of composition.
9. What are the five essentials of effective expression?
10. Give an account of the settlement of Jamestown, Virginia.

228. Giving short talks. Many talks that we give, though short, require some previous thinking and planning. In making preparation we need not write out what we are going to say and memorize it, but we should collect our thoughts and consider what we shall say and perhaps practice saying it. Suppose, as chairman of a meeting, we must introduce a speaker. In planning what we shall say, we may begin thus: "We are fortunate in having with us today a man who has for many years been

a loyal friend of our school." We may then identify him further by telling briefly what he has done, how he has proved his loyalty, what his interests are, why he has been invited to speak, and so forth. For the sake of effectiveness, we may reserve until our final sentence the mention of the speaker's name and subject, thus: "It gives me great pleasure to introduce to you Mr. Henry W. Wilkinson, who will speak on the subject 'Your Biggest Job.' Mr. Wilkinson."

EXERCISE 276

The specimen talk that follows was prepared and given in class by a high-school pupil. What do you find in it to commend? Can you suggest any improvement?

THE MALADY OF ER

Have you ever met anyone afflicted with the Malady of Er? Possibly it was not called the Malady of Er, but may have been masquerading under the name of Unpreparedness or Bashfulness. But after all, what's in a name? I'm sure you have met victims of this deplorable malady, no matter by what name it was called.

High-school students seem very susceptible to it. On days of oral compositions its victims are most numerous. I have known some students who have been completely overcome by a violent attack. Only yesterday I observed a very severe case. A teacher, expecting to hear an interesting talk, called on one of her students to recite. The student walked boldly to the front of the room and took his stand before the class. Then the preliminary symptoms began to appear: his cheeks became flushed, his lips formed an uncertain smile, and his eyes roved from one part of the room to another. He took a deep breath and shifted his weight to his left foot, then back to the right. At last, slowly and painfully, a word formed on his lips. Now the dreaded malady appeared. In this fashion the student began: "My-er-talk-er-today-er-is-er-er-er-er-on the-er-subject of-er-er-er" (a long pause). Then the cruel, unsympathizing teacher said, "You may return to your seat. You will report for two afternoon sessions." (It is too bad that teachers are so unsympathetic, but this was a very severe case. The malady is con-

tagious, too, and isolation of victims in afternoon sessions is necessary for the protection of the other members of the class.)

I have heard that the Malady of Er can be cured by a mixture of Preparedness, Self-confidence, and Animation. If you should like to know how this mixture is made and administered, just call at the office of Doctors Ambition, Conscience, and Work, and I'm sure they will gladly give you the prescription.

EXERCISE 277

Prepare and give in class, according to the directions in section 216, one of the following brief talks:

1. A classmate will impersonate some man or woman of note who has been invited to speak in assembly. As chairman of the meeting introduce the speaker.

2. A classmate will impersonate a teacher who is resigning on account of age or ill health. Your class wishes to express its regard for this teacher through a gift. As spokesman, make an appropriate presentation speech.

EXERCISE 278

Prepare and give a good talk on one of the following topics:

1. What It Means to Be a Good American Citizen.
2. The Essential Qualities of a Leader.
3. Benjamin Franklin as an Inventor.
4. The Qualities I Most Admire in a Girl (Boy).
5. Theodore Roosevelt as an Ideal for American Boys.
6. Charles A. Lindbergh, Ambassador of Good Will.
7. Ignorance as an Enemy of Health.
8. Why Our School Should Have a Bank.
9. What a Chamber of Commerce Means to a Community.
10. Why I Prefer to Live in the Country (City).
11. My Idea of True Sportsmanship.
12. A topic of school or local interest suggested by your teacher.

229. Giving reports. In almost all our school subjects we are asked to prepare reports, both oral and written. In order to give a satisfactory report of any kind, we should be guided by the following suggestions:

1. Be sure that you have the necessary information.
2. Plan your report carefully. By means of an outline arrange the topics in the right order.
3. Make every report complete. Decide which and how many of the following six questions you should answer: Who? When? Where? What? How? Why? Answer the essential questions in the order demanded by the nature of your subject.
4. Avoid bringing in unnecessary details. Be as concise as clearness and interest will permit. Remember that a report is a *condensed* account, a summary, of what you have done, investigated, observed, heard, or read.
5. See that every report is accurate in all statements.

EXERCISE 279

Give an oral or a written report on one of the following:

1. An experiment in general science, physiology, or agriculture.
2. An article made in your manual-training class.
3. An article made in your domestic-science class.
4. How you made some article in your home.
5. A game or a play in which you took part.
6. A subject of your own choice.

EXERCISE 280

Study the following report, which a student wrote after interviewing the thrift representative of his home room. Notice that the topics are taken up in the order of time. How many of the six fundamental questions are answered in this report?

OUR SCHOOL BANKING SYSTEM

At 8.40 on Monday morning our weekly banking period begins, and continues for two hours. Our bank is located on the second floor in Room 204.

On Tuesday of the previous week the thrift representative of each home room has received a large red envelope containing a smaller white one, two home-room deposit sheets, and three paper-clips. The white



A SCHOOL BANK

envelope is to hold the money. On the record sheets are written the names of the depositors, their account numbers, and the amounts to be deposited. With his money, each student depositor has given to the thrift representative a deposit slip that he has filled out. One of the paper-clips is used to hold the deposit slips together; another, to fasten the home-room record sheets; and the third, to close the money envelope. Everything is inclosed in the large red envelope.

At the banking period the thrift representative takes the red envelope to Room 204 and gives it to the receiving teller. As soon as he has checked the home-room number, he hands the red envelope to one of the other tellers, who opens it and takes out the contents. She counts the deposit slips, and if they agree with the number of entries on the home-room record sheets, she puts them in a box. A messenger then takes them to the clerk at the adding machine. The teller next counts the money, and if the amount is the same as that written on the envelope, she puts it back into the envelope and signs her initials but does not seal it.

The messenger then takes the money to one of the final checking tellers, who again counts it. If there has been no mistake, she signs her initials and seals the envelope. She then enters the amount on the bank-record sheet.

The clerk at the adding machine adds the amounts on the individual deposit slips and then those entered on the home-room record sheet. If the two totals agree, the clerk signs his initials to the package of deposit slips and puts them aside to be filed. The home-room record sheets are placed in a wire basket and are later filed. An assistant clerk keeps a record of the adding-machine figures, the number of depositors, and the cash total for each room.

The deposits received from each thrift representative are handled in the same manner. By 10.40 all accounts and cash have been checked, and the money is ready for the bank.

EXERCISE 281

Collect the necessary material and prepare by the aid of an outline an oral or a written report on one of the following:

1. How your school paper is published.
2. How the cafeteria of your school is conducted.
3. Food inspection in your community.

4. The function of your Chamber of Commerce.
5. The duties of the mayor of your town or city.
6. How a juvenile court is conducted.
7. The work of a free clinic in your community.
8. How a state election is held.
9. Requirements for membership in the National Honor Society of Secondary Schools.
10. The work of one of the following organizations in your community: Salvation Army, Red Cross, Y.W.C.A., Y.M.C.A.

EXERCISE 282

Give an oral or a written report on one of the following:

1. An interesting place visited during vacation.
2. An unusual industry that you have observed.
3. An observation trip made by you and your classmates.
4. An original observation of plants, insects, or birds.
5. A news story reporting an accident.

EXERCISE 283

Give an oral or a written report on a topic suggested by one of the pictures in this book.

EXERCISE 284

Study the following report of a meeting, and tell which of the six fundamental questions have been answered:

OUR THRIFT-WEEK ASSEMBLY

On Wednesday, January 18, 1928, the Thrift Club gave an interesting assembly program in the auditorium. Norman Prather, president of the club, acted as chairman. Helen Moran opened the program by reading from the Bible the parable of the talents. Then there followed an original three-act play, written by the members of the club and coached by Mr. Greenberg. The setting of the play is the home of the Spendthrift family. In the first act Mr. and Mrs. Spendthrift discover that they and their family are spending more than their income and that they must take steps to cut their expenditures. The second act shows the

efforts of the Spendthrift family to live economically and save money. A friend of theirs gives them a very helpful talk on "Thrift," and another friend talks to them on "Alexander Hamilton and American Finance." As the two friends are leaving, one of them gives the Spendthrifts a copy of Benjamin Franklin's "Poor Richard's Almanac" and suggests that they read what is said about thrift. The third act shows the Spendthrifts three months later, encouraged and happy over the start they have made in saving. Little Mary Spendthrift tells an aunt who is visiting them how she saves her money by depositing it in the school bank, and proudly shows her aunt her bank book. At the close of the play Mr. Spendthrift announces that he has taken out papers requesting that the family name be changed to Thrift.

Between the acts the members of the club sang two original parodies, entitled "Save Up Your Pennies" and "Yes, We All Have Been Spendthrifts." Following the play, several students gave a tableau called "Make Every Quarter Buy a Quarter's Worth."

After a brief talk by our principal, in which he commended the Thrift Club for its work and expressed the thanks of the school for the entertaining and instructive program, the assembly adjourned.

EXERCISE 285

Write a complete and accurate report of one of the following:

1. A meeting of a class or a club.
2. A talk given by a student before your class.
3. A talk or a lecture given at the last assembly.
4. A school play or other entertainment.
5. The opinion of a new teacher concerning your school.
6. A conversation to which you have listened.
7. A talk over the radio.
8. A sermon or a talk given at your church.
9. A public lecture.
10. A subject of your own choice.

EXERCISE 286

Using the outline given below, write an accurate report of a novel that you have recently read. If the story is one that you wish to recommend, do your best to arouse the interest of your classmates by your report.

1. Identification of the book and the author.
 - a.* Title of the book.
 - b.* Name of the author.
 - c.* Nationality of the author.
 - d.* Name of the publisher.
 - e.* Date of publication.
2. The setting of the story.
 - a.* The time.
 - b.* The place.
3. The characters.
 - a.* Principal.
 - b.* Minor.
4. The chief incidents of the story.
5. The point of greatest interest.
6. My favorite incident.
7. My favorite characters.
8. The principal appeal of the story.
9. My opinion of the novel.

EXERCISE 287

Find in your school or public library all the information that you can on the subject in the following list that interests you most. Make a good outline, and then write a report on your subject.

1. The Olympic Games.
2. The Origin of St. Valentine's Day (or of Halloween).
3. The Origin and Significance of Thanksgiving Day.
4. The Origin of Our Celebration of Christmas.
5. Eli Whitney and the Cotton Gin.
6. Cyrus McCormick and the Reaping Machine.
7. The Development of the Airplane in the United States.
8. The Settlement of Plymouth, Massachusetts.
9. April in United States History.
10. Our Federal Quarantine System.
11. The Child-Labor Laws in My State.
12. The Life History of the European Corn-Borer (Boll Weevil).
13. Edward Jenner and Vaccination for Smallpox.
14. The History and Meaning of Our State Flag.
15. A topic assigned by your teacher.

230. Giving a summary, or précis. A summary, or précis, is an abstract, or synopsis, of something that we have heard or read. It may be oral or written, close or free. A full synopsis, or close summary, must contain *all* important details, whereas a free summary includes only the essential points or the most significant incidents.

The essence of a paragraph can usually be given in one or two well-made sentences. The following examples illustrate how the contents of a paragraph may be summarized:

Summary in one sentence. Since man feeds on plants and animals, and, like plants and animals, builds his body directly or indirectly out of soil, water, and air, it is true that man is made of earth. (See the third specimen paragraph in section 165.)

Summary in two sentences. The captain of our ship told me that once on a foggy night, as he was sailing across the banks of Newfoundland, his ship struck an anchored fishing schooner broadside and sank her and all her crew. Though he and his men searched the sea for several hours, they never saw or heard anything more of the unfortunate fishermen. (See the fourth specimen paragraph in section 165.)

We daily make use of summaries. In a condensed narrative we relate to others what we have done, seen, and heard. We give them a synopsis of something that we have read in a newspaper, magazine, or book. In recitations and in examinations we summarize the details required to answer the questions. So useful is this type of composition that we should train ourselves in giving summaries that are accurate, clear, and concise.

EXERCISE 288

Your teacher will read to you a parable called "The Test." When you have heard the parable, read the following close summary of it. Does it include all important points of the narrative?

An elderly stranger, while passing the garden of an aged peasant and his wife, heard them blaming the curiosity and disobedience of Adam and Eve for their own misfortune in having to work hard in their old

age. The stranger stopped and, after learning from them their story, offered them a cottage on his estate, where they might live as his guests so long as they were contented. They eagerly accepted his offer and next day went to the cottage provided for them. Their host, having made them comfortable and happy, exacted of them one promise, namely, that they would not touch or open a small box that he placed on a corner shelf. For a time they were very happy and kept their promise ; but, having nothing to do, they gradually became curious about the contents of the box. One day they touched it ; then later they shook it ; and finally they opened it, liberating a small mechanical mouse. At this point their host entered, discovered their disobedience, and told them to return to their own shabby little abode. Their failure to stand the test made them think more kindly of Adam and Eve.

EXERCISE 289

Select three specimen paragraphs in Chapter XIV and write in one to three sentences an accurate summary of each.

EXERCISE 290

Give a close oral or written summary of one of the following :

1. A talk given at a recent assembly.
2. A story that someone recently told you.
3. A story that you read in a magazine.
4. An assignment in history, civics, or general science.
5. One act of a play that you are studying.

EXERCISE 291

Write a free summary of one of the following :

1. A Greek or a Roman myth.
2. A Norse myth.
3. A story from the Old Testament.
4. A parable from the New Testament.
5. A legend or a folk tale.
6. One of Æsop's fables.
7. An anecdote recently heard or read.
8. An article read in a newspaper or a magazine.

9. A short story.
10. A narrative poem.
11. One of Lamb's "Tales from Shakespeare."
12. A book assigned for home reading.

231. Writing autobiographies and biographies. An autobiography is a summary. In a concise narrative we attempt to tell our hearers or readers who we are. We select and present in the order of their occurrence in our life those events that will give them a clear understanding of us. In a complete autobiography it is necessary to include the principal happenings in our life from infancy to the present. In a partial autobiography we confine ourselves to the definitely limited period indicated in our title, as "My Autobiography as a High-School Student."

A biography is an account given by someone else for the purpose of informing hearers or readers of the chief events in the life of the person chosen as a subject. Like an autobiography, it is a more or less condensed narrative, a summary. Similarly, it may be complete or partial. In a brief biography, such as we shall write in school, we should include only significant events, and to each of these we should devote space in proportion to its importance.

EXERCISE 292

Using the main topics provided in one of the following outlines, select from your personal history the necessary subtopics and write, or give orally, either a complete or a partial autobiography in not more than five hundred words.

MY AUTOBIOGRAPHY

1. My babyhood.
2. My early childhood.
3. My first four years in school.
4. My two years in grammar school.
5. My three years in junior high school.

MY AUTOBIOGRAPHY AS A HIGH-SCHOOL STUDENT

1. My first year in junior high school.
2. My second year in junior high school.
3. My third year in junior high school.
4. My first year in senior high school.

EXERCISE 293

Impersonating a pet or some other animal that you or your family own, write or give orally your autobiography. Try to relate everything from the point of view of the pet or animal chosen.

EXERCISE 294

Impersonating someone in one of the following pictures, plan and write what you consider an appropriate imaginary autobiography :

1. A Canadian Rug-Maker (p. 199).
2. A Salesman in Action (p. 369).
3. A Successful Possum Hunt (p. 321).
4. A Group of Aged Toy-Makers (p. 291).
5. A picture of your own choice.

EXERCISE 295

Read closely one of the following autobiographies, and then summarize briefly the principal events in the life of the writer :

1. Benjamin Franklin's "Autobiography."
2. Mary Antin's "The Promised Land."
3. Jacob Riis's "The Making of an American."
4. Edward W. Bok's "The Americanization of Edward Bok."
5. An autobiography of your own choice.

EXERCISE 296

In the following brief biography, which was written by a high-school student, are the events properly selected and arranged? Do you get a clear understanding of the life and character of the writer's mother? Make an outline showing the topic of each paragraph.

MY MOTHER

On December 12, 1892, my mother was born in a little village in Iowa, where her father was principal of the school. At a very early age she showed a talent for music. Before she was five she had learned to play on the old square piano that had been the cherished possession of her father's mother. Though her parents were poor, they gave to her, their only child, all the advantages that they could afford.

When she was seven years old, the family moved to Springfield, Illinois. Fortunately their next-door neighbor there was a kindly old German musician. When he discovered my mother's love of music, he gave her lessons free. That same year she entered school, but her greatest interest was music. Before she was twelve she had played in a number of public concerts.

In 1905 she went with her parents to live in St. Louis. Here she continued to attend school, but music and elocution received most attention. On her sixteenth birthday she was overjoyed by the gift of a new piano. Within a year, however, she lost her father. Having to support herself and her mother, she began giving music lessons to the children of the neighborhood. With two of her musical friends she took part in public concerts and gave readings.

When she was eighteen, she met and married my father, who was a member of a Lyceum quartet in Kansas City. As accompanist and reader, she traveled with the quartet for two years on Chautauqua tours. The next year I was born, and mother had to give up her work.

In 1917, when the United States joined the Allies in the World War, my father went to France as a Y.M.C.A. worker, and mother and I came to St. Louis to live with grandmother. Fifteen months of hard work and exposure broke my father's health, and in August, 1918, he died.

Father's death was a great blow to my mother. For several months she was ill, but as soon as she had regained her health she bravely set about trying to earn a living for the three of us. Fortunately she had learned to play the pipe organ, and through the influence of some of her friends she secured the position of organist at St. Stephen's church. Six afternoons a week she played in one of the largest theaters. She was now earning a comfortable living, but after a time the heavy strain began to affect her health. Contrary to the advice of our physician, she insisted on keeping every engagement. On New Year's Day, 1923, she was stricken with influenza. Three days later she was dead.

In the estimate of the world, perhaps, my mother did not accomplish anything of note. Her dream of becoming a great musician she failed to realize, but her brave effort proved her character. During her brief life of thirty-one years she made hosts of friends and brought happiness to many people. To me, her courageous struggle will always be an inspiration.

EXERCISE 297

Make a careful study of the life of one of the following persons. Select and arrange by means of a good outline the most important events in the life of the person chosen, and write or give orally a biography of not more than five hundred words.

- | | |
|------------------------------|----------------------------------|
| 1. One of your parents. | 4. A sister, brother, or cousin. |
| 2. One of your grandparents. | 5. A classmate or chum. |
| 3. An uncle or an aunt. | 6. A former teacher. |

232. Explaining methods and processes. Almost every day we tell someone how to do something or how something is done. In giving directions, making recitations, writing examinations, and giving reports we often explain methods and processes. In such explanations we are concerned chiefly with answering the questions What? and How? The various steps in any process we should explain in the order in which they naturally come; that is, in the order of time. The following suggestions will help us in planning and giving explanations:

1. Be sure that you fully understand the method or process that you attempt to explain.
2. Plan your explanation by means of a brief outline.
3. Make each explanation simple, full, and complete, but as concise as possible.
4. Be clear and specific in all your statements. Assume that your hearer or reader knows very little, if anything, about your subject.
5. If you must use any technical words, make their meaning clear by defining them.
6. Use a model, diagram, picture, drawing, map, etc., if it will help you to make your explanation more vivid.

EXERCISE 298

Examine as explanations of methods and processes the following specimens already studied: (1) "How to Play Scrimmage Ball," section 217, and (2) "Our School Banking System," Exercise 280. Is each explanation clear and complete? Examine again the outline of "How to Play Scrimmage Ball," section 214. Make an outline showing the principal topics of "Our School Banking System."

EXERCISE 299

Read the following explanation of a process. Do you find it clear and complete?

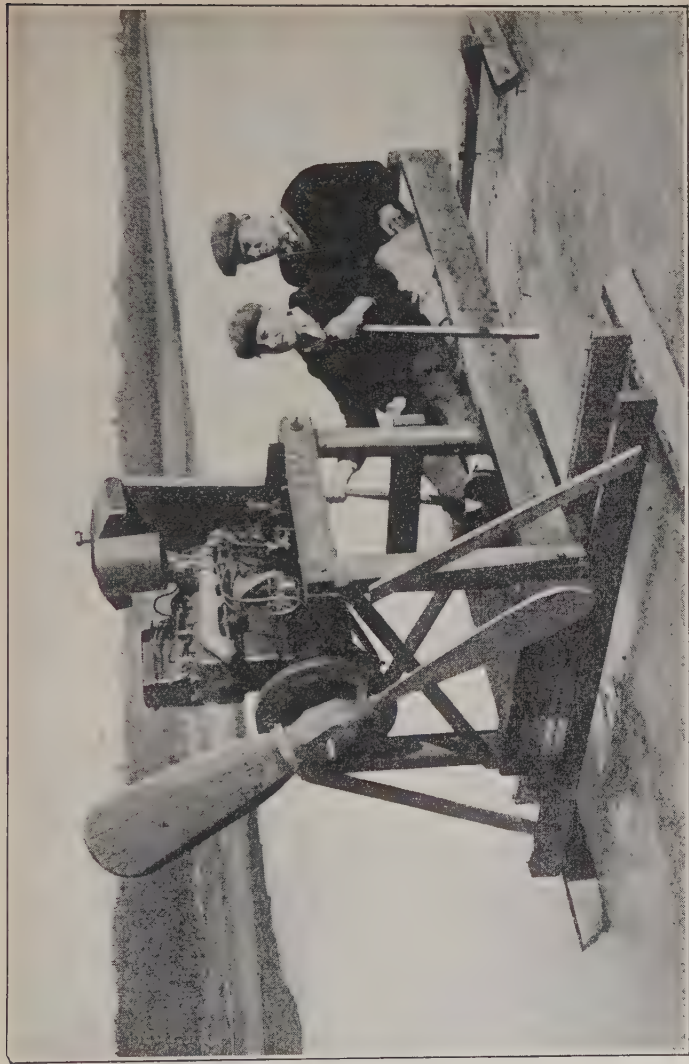
HOW YEAST CAUSES BREAD TO RISE

Yeast is a fungous growth consisting of minute vegetable cells that develop or increase by germination. When we make bread, we begin by mixing together in the right proportions flour, water, yeast, and sugar. The resulting mixture is then set aside in a warm place for a few hours to rise. The heat hastens the multiplication of the yeast cells, which cause the sugar to undergo alcoholic fermentation. At the same time thousands of minute bubbles of carbon dioxide gas are formed, and these cause the mixture to expand or rise. When the dough has been prepared by adding the proper ingredients to the sponge (as the mixture is now called), it is likewise set aside in a warm place to expand through the action of the yeast. When the dough is finally baked, the heat of the oven produces further expansion of the gas in the bubble spaces. The baking process evaporates the alcohol and liberates the carbon dioxide gas, leaving the bread light and porous.

EXERCISE 300

After making a good outline, explain orally or in writing one of the following processes. If you need a model, diagram, picture, or drawing to make your explanation more vivid, prepare one and bring it to class.

1. How to make a mechanical toy.
2. How to make a garment.
3. How to prepare some article of food.



TWO YOUNG INVENTORS AND THEIR MOTOR ICE-BOAT

4. How to disinfect a sick room.
5. How to make cement blocks.
6. How to train a pet animal.
7. How to make a hooked rug.
8. How to read a meter (gas or electric).
9. How to wire a house for electricity.
10. How a meeting of your club is conducted.
11. How a boy or a girl becomes a Scout.
12. How a postman secures his position.
13. How to bind a book.
14. How to make a Christmas gift.
15. How to make a barometer.
16. How to select seed corn, poultry, or live stock.
17. How to become a better speller or reader.
18. How to interpret a weather map.
19. How to make friends with birds.
20. How to perform some experiment in general science.
21. How to pasteurize milk.
22. How salmon (or some other product) is prepared for market.
23. How to make a batik scarf.
24. How some unusual industry is conducted.
25. A process of your own choice.

EXERCISE 301

Give an oral or a written explanation of some process suggested by a picture in this book.

233. Discussing facts and ideas. In school and out of school we comment freely on many facts of interest to us and readily express our opinion on a great variety of topics. Hundreds of topics suggest themselves in our study of literature, history, civics, art, music, general science, agriculture, and physical education. Hundreds of others arise out of our daily social, industrial, economic, moral, and religious life. Certain facts we merely explain, adding little, if any, comment; but more often our topic will call for discussion, in which we set forth our ideas

and state our opinions. We can get a great deal of very profitable training in this type of composition through private and group conversations and by writing letters. Thoughtful discussion not only improves our power of expression but also clarifies our thoughts and adds to our stock of knowledge.

EXERCISE 302

Study the following discussion, which is an editorial written by a high-school student :

THE DANGER OF BEING SATISFIED

One reason why we do not grow into doing bigger things is that we are too easily satisfied with ourselves. How can we do our job better if we think we are doing it well enough? If we measure ourselves by what we have already done, we are not progressing. We ought to think of how much more we could accomplish by working harder and then go at our job with even greater energy. We want results, but we dislike putting forth the effort to bring about those results. Or worse still, we are too lazy even to desire better things for ourselves. As soon as we think we are doing well enough, we have stopped growing.

Those who are really successful never, in their own estimation, reach the top, for the thing they want keeps moving away as they approach it. The more they achieve, the larger are their ideas of what they want to do. The big question is not "Have I done enough?" but "In what direction am I going, and, at the rate I am going, what are my chances of getting there?"

EXERCISE 303

Give a carefully prepared oral or written discussion of one of the following topics :

1. My Favorite Character in Fiction.
2. Plants as Food Factories.
3. The Importance of Music in One's Education.
4. Drawing as an Aid in Other Courses.
5. Some Causes of Crime in Our Community.
6. Some Causes of Poverty in Our Community.

7. The Meaning of Our State Flag.
8. Our Greatest Living American.
9. The Radio as a Means of Public Education.
10. How Our School Can Help in Decreasing Crime.
11. Some Advantages of the Indeterminate over the Definite Sentence for Criminals.
12. My Favorite Poet and My Favorite Poem.
13. The Value of School Dramatics.
14. My Worst Habit.
15. Do High-School Pupils Voluntarily Read Good Literature?
16. My Favorite Artist and Picture.
17. The Greatest Man in the History of American Agriculture.
18. The Importance of Dancing in Physical Education.
19. Why Every High School Should Have an Orchestra or Band.
20. Some Qualifications of a Good Teacher (Pupil).
21. How a Chamber of Commerce Benefits a Town.
22. Is Our School Training Good Citizens?
23. My Favorite School Subject.
24. Why I Want to Become a ———.
25. A topic of your own choice.

EXERCISE 304

Give an oral or a written discussion of a topic suggested by a picture in this book.

CHAPTER XIX

SPEAKING AND WRITING TO CONVINCE OR PERSUADE

234. Informal argument. Whenever we attempt in everyday conversation, in group discussions, in class and club talks, in social and business letters, in forum letters, or in editorials in our school paper to influence the opinion or conduct of someone else, we employ what is called *informal argument*. What we say is often nothing more than a forceful discussion. In conversation, in class and club discussions, and in many letters, each side of the question is presented by a speaker or a writer. Frequently, however, as in talks, selling letters, advertisements, or editorials, a speaker or a writer, recognizing the fact that there are persons who do not believe as he does, will set forth his opinion or propose a course of action, though there may be no speaker or writer who at the time opposes what he says.

235. Conversational argument. In our efforts to get others to do what we desire or to win them over to our way of thinking, we take part daily in conversations in which we employ, more or less unconsciously, informal argument. Effective conversational argument requires that we think clearly, that we select and stick to the main point or points at issue, and that we speak forcefully.

EXERCISE 305

Study the following specimen of conversational argument. Name the principal reason or reasons given by each speaker. Does Mary *convince* her mother? Does she *persuade* her? Explain your answer.

"Mother, may I subscribe for the *Record*?"

"I'm afraid not, Mary. Buying clothes and school supplies for you and the other children has been a great expense."

"But, mother, all the other boys and girls are subscribing. Besides, it costs only a dollar."

"I know, but you haven't a dollar, nor do I feel that I can spare it."

"Helen and Louise have already subscribed, and they'll think it's selfish of me if I don't subscribe."

"Oh, no, they won't. They'll let you read their papers, I'm sure."

"I couldn't do that. Besides, I want to subscribe myself, so as to help my room get a hundred per cent subscription. You know, our school motto is 'Loyalty and Service,' and I want to live up to it by being loyal and helping all I can."

"That's very commendable, Mary. It hurts me not to be able to give you the money."

"Oh, mother, let me earn it! I'll wash dishes for a month, I'll do anything, to earn the dollar."

"Very well, if that is what it means to you, I'll lend you the money, and you can repay me out of what you earn during the Christmas vacation."

"Mother, you're a dear. Thank you ever so much. I'll wash dishes anyway, and not complain, just to prove how grateful I am."

EXERCISE 306

With a classmate carry on a conversational argument suggested by one of the following situations. Wherever it is necessary, each of you will impersonate the man or woman in whose character you speak. Make your arguments appropriate to the speakers and the occasion.

1. A classmate wishes you to attend a motion-picture play, but you need the time to prepare an assignment.
2. You are opposed to Marvin Crawford as a candidate for a class office. A classmate intends to nominate him at the meeting tomorrow.
3. You are in the office of the principal, seeking permission to change your course of study.
4. You wish to use the family car at the same time that your sister has planned to use it.

5. You wish to spend the week-end with a friend, but your mother does not approve of your going.

6. The coach of an athletic team in your school has removed a boy from the team. You uphold the coach, but a friend of yours considers the action unjustified.

7. A situation that you may select or that your teacher may suggest.

236. Group discussions. Taking part in informal group discussions is one of the best means of training ourselves in the practical use of argument. The give and take of free discussion sharpens our wits, and making impromptu talks in support of one side or the other of the topic that is being argued helps us to develop greater effectiveness in speaking.

EXERCISE 307

Discuss in class several of the following topics. The first volunteer speaker who supports the question will be the leader of his side of the argument. The first speaker who opposes him will be the leader of the other side. Do your best to contribute at least one good point favoring or opposing the topic under discussion.

1. A lie is never justified.
2. Girls are better students than boys.
3. Our school devotes too much time to athletics.
4. Motion pictures hinder students in getting an education.
5. The radio will soon supplant schools.
6. Our state should not supply free textbooks.
7. A college education is a waste of time and money.
8. All social clubs in our school should be abolished.
9. Automobiles should not be sold on the installment plan.
10. A country boy is more likely to succeed in life than a city boy.
11. Our school should have student self-government.
12. The sale and manufacture of cigarettes should be prohibited by law.
13. A tax on gasoline should be imposed by our state to build and maintain thoroughfares.
14. One United States Senator from each state should be a woman.

15. Bachelors and spinsters above thirty years of age should be taxed to support orphan children.

16. There should be uniform traffic laws made and enforced by the United States government.

17. An education is necessary for success in business.

18. Prohibition has improved economic conditions in our community.

19. All high-school students should be required to wear uniforms until the senior year.

20. Topics suggested by members of the class.

237. Selling talks. Salesmanship is the procedure by which we lead a person to buy some commodity or service that we have to sell, or by which we induce someone to accept an idea or course of action that we recommend and then to act accordingly. Successful salesmanship demands skill in the use of argument. It must be made to appeal directly to the person or persons to be influenced, and it must not only convince but by persuasion lead to action, for the purpose of salesmanship is to make a sale.

Personal salesmanship, which is conducted by word of mouth, may take the form of either a conversation with the prospective customer or an uninterrupted talk by the salesman. Before attempting to make a sale, we should plan carefully what we are going to say; that is, how we shall greet or approach our customer or customers, what points we shall need to explain about the commodity, idea, or course of action that we are trying to sell, what selling points we shall stress in our conversation or talk, how we can best support these points by evidence, and how we can lead him or them to action.

In attempting to sell a commodity, an idea, or a course of action, we should proceed by these four steps:

1. By a pleasing approach, greeting, or introduction, get your hearer's attention.
2. Arouse his interest by explaining briefly and clearly what you have to "sell."



A SALESMAN IN ACTION

Courtesy of the Boston *Herald*

3. Present truthfully in the most forceful argument that you can devise the reasons why he should buy or accept what you have to sell.
4. Lead him by persuasion, if necessary, to desire so much what you offer that he buys it or accepts it.

EXERCISE 308

In conversation with a classmate, who will impersonate a prospective buyer, sell him or her one of the following commodities. Think out in advance your procedure, and do your best to make a sale.

- | | | |
|----------------------|---------------|--------------|
| 1. The school paper. | 4. A bicycle. | 7. A book. |
| 2. A radio set. | 5. A canoe. | 8. A watch. |
| 3. A farm product. | 6. A camera. | 9. A ticket. |

EXERCISE 309

In the following talk a high-school pupil is trying to "sell" his classmates what he considers a better course of action. What is the purpose of the first paragraph? In what sentence has he stated what he is attempting to prove? What reasons does he give as proof? Are they arranged in the most effective order? Is the strongest reason given last? Does he make a "sale"? If not, what improvement can you suggest?

DON'T BE A "THUMB-WAGGER"

"Thumb-wagger" is the name given to a person who begs a ride in an automobile. "Thumb-waggers" are too miserly to spend carfare to ride in a trolley. Though most of them need the exercise of a good walk, they are too lazy to take it.

Boys and girls who beg rides in some passing car are very unwise. Rarely do they know what kind of man the driver is. He may be wholly reliable, but sometimes he is not. In our newspapers we often read of the kidnapping of some young person who has made himself or herself an easy prey by begging for a ride. Many drivers are reckless, too, and then both driver and passenger may be seriously injured in an accident.

Another danger to which "thumb-waggers" subject themselves is that of being hit by an unsuspecting driver or an unexpected car. Besides,

boys and girls who stand in the street or on the side of the road are a menace to traffic. Often a car is smashed and the driver injured by being forced to swerve quickly to one side to avoid striking a "thumb-wagger."

Young people who loiter about the street corners begging for rides are certainly no credit to the school that they attend or the community where they live. They injure the reputation of their school and their home. They are undesirable citizens. Let us, therefore, stop "thumb-wagging," and either use our own good legs or ride honestly in a street car.

EXERCISE 310

"Sell" one of the following ideas or courses of action to the members of your class. Plan your talk carefully, and see to it that your argument is clear and forceful. Do your best to make a "sale," that is, convince your hearers and lead them to action.

1. Motion pictures in the weekly assembly.
2. Reading a good book that you have enjoyed.
3. The organization of a debating club.
4. A college education.
5. Sportsmanship in all school activities.
6. "Safety First" for pedestrians.
7. More contributors to the school paper.
8. A newspaper (magazine) club.
9. Higher ideals of school citizenship.
10. Better manners in public places.
11. Greater respect for public property.
12. More depositors for the school bank.
13. A school play (circus, pageant).
14. Strict honesty in all school work.
15. A citizenship club for foreign-born classmates.
16. A topic of your own choice.

238. Forum letters. A forum letter is a letter written for publication in a newspaper or a magazine. It may deal with any subject that is of interest to the writer and to a portion, if not all, of the readers of the periodical in which it appears. It may be written to explain, to convince, or to persuade. Most forum letters are, however, informal arguments, for usually the writer

has a grievance to make known or he proposes some reform or change that seems to him desirable. A forum letter may be signed with the writer's real name, with a fictitious name, or with a descriptive word or phrase.

EXERCISE 311

Examine as an informal argument the following forum letter, which was printed in a high-school magazine. Does the writer attempt to convince or to persuade his readers? What evidence does he use?

Dear Letter-Box Editor:

We, the students of the Franklin High School, cannot maintain the high standards of neatness and sanitation of our school unless we get rid of certain students who have bad habits, or they get rid of their bad habits. Fortunately such students are in the minority, but their bad habits are offensive to others and injure the reputation of the entire student body.

Drinking fountains are placed in our halls for the convenience of the students. When they fail to function properly, everyone complains. At present they are in good working order, but they may soon become clogged again if certain careless students insist upon using them as wastebaskets. Furthermore, is there anything more disgusting when you lean over, all set to quench your thirst, than to see a collection of balls of tin-foil, bits of apple skins, and wads of chewing gum cluttering the base of the fountain?

We have all heard of the man who walked up to a box bearing the words "Deposit Waste Here" and asked a passer-by if it was a letter box. Some of our gum-chewers, when they go for a drink, should ask themselves, Is this fountain the place for depositing refuse? On second thought they might use a wastebasket.

Habits are only the doing of the same things over and over again. But habits can be broken. What are you going to do about this one?

A Thirsty Student

EXERCISE 312

Using a subject that is of interest to you and to your school-mates, write a forum letter in which you use informal argument in

condemning, attacking, or defending some custom or conduct, or in recommending some change in present conditions. After your letter has been discussed in class, improve it in any way that you can, and then send it to the editor of your school paper.

239. Editorials. Editorials are, in general, the printed opinions expressed by the editor of a newspaper or a magazine or by members of his staff.

In an expository editorial the writer may explain, interpret, or discuss any topic that he considers of interest to his readers. On one occasion he may seek to instruct or advise them concerning an important question; on another, he may praise some worthy action and commend the person or persons responsible for it.

In an argumentative editorial the writer may condemn some recent action, attack some contemplated project that he believes unwise, defend a custom, an action, or a practice that has been adversely criticized, or recommend a change or a course of action that, in his opinion, will bring about a better condition of affairs. In all such editorials he uses, as a rule, informal argument.

EXERCISE 313

Read again in Exercise 302 the expository editorial on "The Danger of Being Satisfied." Then select from your school paper, your local newspaper, or a weekly magazine two or more good expository editorials. Be prepared to explain the aim of the writer of each of your selections.

EXERCISE 314

The following editorial appeared in a high-school magazine. When you have read it, answer the following questions: What is the writer trying to prove? What reasons does he give as proof? Has he sometimes mistaken *assertion* for *proof*? If so, point out examples. Is the writer's chief purpose to convince or to persuade? Explain your answer. What improvement can you suggest?

EDUCATION CONQUERS EVERYTHING

Education is the surest stock on the market. It is the only way in which you can invest your time during your early years and be certain that you will receive lifelong returns.

Are you shy and lonesome? If so, get an education. You are wrong in your idea, if school means to you merely hours and hours of drudgery. School offers you the dearest thing in the world, and that is friendship. And what good is friendship if it does not draw out your inner self? You make friends at school, and these friends lighten your lonely hours.

Do you wish to succeed in business? Of course you do. If a man offered you five thousand dollars on condition that you give him six or seven hours of your time daily, for four years, and if this time was to be devoted to very interesting work that would be a great aid to you, would you accept it? Doubtless you would, for such an unusual offer would seem to you to be a wonderful opportunity.

But if a man offered you a high-school education under these same conditions, how many of you would scorn the proposition? We know a great many students who are doing just that. They are refusing to reap the benefits that would surely be theirs if they would but make the effort to gather them in. Nowadays, when so many business men are demanding college graduates, how high in the world of business do you honestly believe that anyone will go who has not even a high-school diploma? Therefore, if you hope to succeed in business, get an education.

Do you wish to succeed in life? Without a doubt, you do. But how can you succeed without the aid of friends, who are the very roots of existence; without social activity, which is the water of life; and without an education, which is the very earth beneath you?

Go to school as long as you possibly can. Your city has generously provided schools in which all its thousands of boys and girls have an equal opportunity to try for a high-school diploma. Don't neglect your opportunity, but meet it halfway. Remember that education conquers everything. Think it over.

EXERCISE 315

Select two good argumentative editorials from your school paper, your local newspaper, or a weekly magazine. What was the aim of the writer of each? State what the writer of each has tried to prove, and discuss the editorial as an informal argument.

EXERCISE 316

Using subjects that are of present interest to you and your schoolmates, write for your school paper or magazine (1) an expository editorial and (2) an argumentative editorial.

240. Narrative informal arguments. Fables, parables, and other anecdotes are oftentimes used to illustrate and emphasize a general truth. If the illustrative narrative is highly appropriate and forceful because it applies at all times and in all places to the persons concerned, it may serve as an effective argument to convince and persuade our hearers or readers. Narrative informal arguments, such as fables and parables, often serve as an impressive method of teaching others.

EXERCISE 317

The following anecdote from Æsop's Fables illustrates and forcefully emphasizes the general truth "In union there is strength." After you have read this fable, relate another that is familiar to you and state what general truth it teaches.

A certain man had several sons who were always quarrelling one with another. Try as he might, he could not get them to live together in harmony. He determined, therefore, to convince them of their folly. Bidding them bring him a bundle of sticks, he invited each of them in turn to break it across his knee. When all had tried and failed, he undid the bundle and handed them the sticks one by one. Now they had no difficulty at all in breaking them. "There, my boys!" said he. "United, you will be more than a match for your enemies; but if you quarrel, your weakness will put you at the mercy of those who attack you."

EXERCISE 318

The narrative composition "The Test," which your teacher read to you in Exercise 288, may be considered a parable. It illustrates and emphasizes this general truth: "People of the present are as easily tempted as Adam and Eve were in the beginning." After

rereading the summary of "The Test" in Exercise 288, relate a parable from the New Testament that illustrates and emphasizes one of the following general truths:

1. He who makes a wise use of his talents succeeds.
2. Those persons who are diligent in preparing themselves are able to profit by opportunities when they come to them.
3. It is the nature of a parent to be loyal to his wayward child and to forgive his follies if he is truly repentant.

EXERCISE 319

Write an original fable or parable, or relate a true story, that forcefully illustrates or proves the truth of one of the following statements:

1. The best argument for clean living is a clean life.
2. A flatterer rarely deceives anyone but himself.
3. He laughs best who laughs last.
4. If you would have a friend, be a friend.
5. He who would govern others must first be master of himself.
6. The evil that men do lives after them.
7. If you wish a secret kept, keep it.
8. A guilty conscience is its own accuser.
9. A person is judged by the company he keeps.
10. Experience is an excellent teacher, but the tuition that one pays is often very high.

CHAPTER XX

SPEAKING AND WRITING TO ENTERTAIN

241. Entertaining ourselves and others. All in all, most of us speak and write more frequently to entertain ourselves and others than we do to give them information, or to convince or persuade them. We find pleasure in retelling what we have heard or read. We enjoy telling of what we have done, what we have experienced, what we have observed, and what we have imagined. Whether we relate a story, describe what we have observed, or acquaint others with our opinions and meditations, we should do our best to make what we say clear, vivid, and entertaining.

242. Telling jokes. To be fully enjoyed, a joke must be well chosen and well told. In selecting it we should show good taste and due regard for the feelings of others. It should always be appropriate to the occasion or the topic of conversation, and should be fittingly introduced. Though it is very concise in form, it tells and suggests a complete little story. It explains briefly or implies the situation, acquaints us with the characters, makes known the time and the place (if these are important), instantly catches our interest, quickly creates a momentary suspense, and soon relieves this suspense by giving us in the final sentence the point or outcome. To reveal the point before the end is to spoil the joke.

EXERCISE 320

Read the following specimen jokes. Of the fundamental questions Who? When? Where? What? Why? How? which are answered in

each joke? What is the situation in each? What momentary suspense is created in each? What sentences give the point or outcome?

A GREAT IDEAL

Little Johnnie had a couple of bantam hens, who were laying very small eggs. He decided that something should be done about it. Going next morning to the fowl run, Johnnie's father was surprised to find an ostrich egg tied to one of the beams, and above it a sign with these words: "Keep your eyes on this and do your best!"¹

GENEROUS

A Chinaman was visiting Yellowstone National Park in the winter. He had walked for some miles along a mountain walk covered with snow. Looking back over his shoulder, he saw a bear sniffing at his tracks and rapidly gaining on him.

With a shrill yell, the Chinaman began to run. "You likee my tlacks? I makee you some more."—*The American Boy*

QUESTIONS

An Irishman and an Englishman were waiting for a train, and, to pass the time away, the Irishman said: "I will ask you a question, and if I cannot answer my own question, I will buy the tickets. Then you ask a question, and if you cannot answer yours, you buy the tickets."

It was agreed.

"Well," said the Irishman, "you see those prairie dogs' holes out there (pointing to a distant prairie-dog town). How do they dig those holes without leaving any dirt around?"

"I don't know," said the Englishman. "That is your question; answer it yourself."

"They begin at the bottom and dig up."

"How in thunder do they get at the bottom?" inquired the Englishman.

"That's your question," said the Irishman. "Answer it yourself."

The Englishman bought the tickets.—*The American Boy*

¹From *The Scholastic*, December 10, 1927. Used by permission of the Scholastic Publishing Company.

EXERCISE 321

Bring to class five of the best jokes that you can find in your school paper, in newspapers, or in magazines. Concerning each, answer the questions in Exercise 320. Which joke do you consider best told? Why?

EXERCISE 322

In your own words retell orally or in writing a good joke that you have recently heard or read. The class will decide whether it is well chosen and well told.

EXERCISE 323

Write an original joke in which you use dialogue. Answer the necessary fundamental questions. Paragraph the conversation correctly.

243. Relating anecdotes. Anecdotes, which are brief narratives dealing with a single incident, may be used, as we have elsewhere noticed, to explain, illustrate, or prove a statement. Very often, too, they are related for their own sake, as a good story, to furnish entertainment. Many jokes are really brief humorous anecdotes. Like a joke, an anecdote should be well chosen and well told. The skillful use of anecdotes by an after-dinner speaker or public speaker, by a salesman, or by persons in conversation, gives variety to what is said.

EXERCISE 324

Examine the following anecdote. Which of the fundamental questions does the writer answer?

BRUNO AND THE TOAD

Owing to his unusual bringing-up, Bruno had never become acquainted with the ordinary animals of the woods and fields, and so I was curious to see what he would do when he met any of them. Down in the garden one day I found a large fat toad, and when the bear was at lunch I

placed the warty creature on the ground beside the saucer from which the cub was taking his food. Being very hungry, at first he paid no attention to the intruder; but presently, as the saucer became empty, he caught sight of his curious visitor. With a jerk he raised his head, and for a moment, without moving a muscle, gazed in astonishment and with some misgiving at the strange monstrosity in front of him. His natural curiosity, however, soon overcame his doubtful frame of mind; he was a born investigator and this thing must be looked into. Very cautiously he reached forward his paw and ever so gently he touched the curious thing on the back.

The toad did as toads usually do when tickled from behind. It hopped, and with such force that it went quite over the saucer. Simultaneously the bear stood erect. He had a puzzled look of amazement and dismay on his hairy visage; he appeared to be utterly overcome with astonishment. It didn't seem reasonable that an insignificant misshapen creature like that could, with no apparent effort, cover so much ground in one leap. Bruno's paws hung inertly in front of him and his tongue lolled stupidly from his mouth. His breath came in short explosive gasps.

Suddenly the toad hopped again, and with a *Whoof, whoof, whoof*, away ran the bear round the corner and out of sight. No more toads for him; one was enough for a lifetime!¹

EXERCISE 325

In your own words retell orally or in writing a good historical, personal, or humorous anecdote.

EXERCISE 326

Relate orally or in writing an original anecdote concerning one of the following. See that you answer the necessary fundamental questions. The class will decide how well you relate it.

- | | |
|----------------------------|--------------------------------|
| 1. A relative or a friend. | 6. Making a good impression. |
| 2. A pet or other animal. | 7. A narrow escape. |
| 3. A well-known invention. | 8. Getting your money's worth. |
| 4. A famous man or woman. | 9. Your first lie. |
| 5. An amusing blunder. | 10. A practical joke. |

¹From "Wild Brother," by William L. Underwood. Used by permission of the author and of Little, Brown & Company, publishers.

244. Relating experiences. In many of our anecdotes we relate a single personal action or escapade that proved exciting or embarrassing at the time and made a vivid impression on our memory. Frequently we tell of interesting and amusing things that happened to us while we were doing some particular kind of work. In narratives such as these we may often make our accounts more enjoyable by commenting on our experiences, many of which, as we now recall them, amuse us. Appropriate humor will add to the pleasure that our hearers and readers derive from our narratives.

EXERCISE 327

The following personal experience was related by a high-school boy. Notice how much the humorous style adds to our enjoyment of the narrative.

BEING A MANIKIN

Fortunately, I have no friend so close to me that I feel obliged to act as a model for him ; but, friend or no friend, I must perform this duty for my sister. Of course, I always resist and offer what seem to my masculine mind very logical arguments, but in the end I lose, and perform I must.

I can always tell beforehand when an attack of dressmaking is coming on. My sister comes home with large bundles of materials ; my mother comes home with a varied assortment of needles, thread, and trimmings ; my father oils the sewing machine. As for me, I do not come home at all when it is possible to stay away. Still, one must eat sometimes, and it is then that I am pressed into service.

As a model, I am what every other model is not, for I simply cannot stand in one position for more than five minutes. Furthermore, I have much trouble in getting into and out of the garments. I can truthfully say that my form, whatever it is, was not made to fit into a dress. The only thing about these dresses that fits is the hem, and even with that I am always afraid to take one natural step lest I stretch it askew. However, trouble or no trouble, my sister seems to know of no other way in which to make a hem straight, except by bullying her younger brother

into trying the dress on. And so I stand, sweating in agony, lest I be stabbed with one of the infinite number of pins, or lest someone come in and find me in my undignified position. Were such a thing to happen, I fear that I might not survive the humiliation.

Even the most disagreeable experiences must come to an end, however, and in due time the dress hangs to the satisfaction of its future wearer. But before I can gain my freedom I must get out of it. To see me struggle out of the dress would interest an Houdini. If you have never enjoyed such a struggle, let me inform you that there is a decided trick to the process. You raise your hands above your head and stretch upward until every bone creaks in its socket; you draw in your chin until it seems to you that you have pushed your Adam's apple to the back of your neck; finally you draw yourself in generally, to make yourself as small and as flat as possible. At this crucial moment, when you feel as if you must breath or burst, someone relieves your suffering and restores your breath by pulling the dress up over your ears, taking no heed whatever as to whether your ears are pulled off or not.

Since my sister has taken up dressmaking, I can fully appreciate the suffering endured by poor mortals during the Middle Ages. But what are the rack and screws in comparison to the torture of getting into a half-made dress? And what is being roasted alive in comparison to the agony of getting out of a finished one?

EXERCISE 328

Read again "My Experience as a Water Boy" in Test Exercise 47.

EXERCISE 329

Relate orally or in writing an experience suggested by one of the following. See that your narrative answers all the necessary fundamental questions. Try to enliven your account by an appropriate humorous style.

- | | |
|----------------------------------|--------------------------------|
| 1. Running away from home. | 7. Earning your first money. |
| 2. Being a detective. | 8. Your first burglar. |
| 3. Your first customer. | 9. Being a witness in court. |
| 4. Being a waitress. | 10. Your first interview. |
| 5. Eavesdropping on Santa Claus. | 11. Your first party (speech). |
| 6. An embarrassing experience. | 12. A picture in this book. |

245. Describing what we observe. By a description we mean a picture that we give our hearer or reader by means of words skillfully chosen and properly grouped. In an *informative description* we attempt to *identify* a person, an animal, a place, or an object by giving an accurate photograph of it in words. In an *artistic description*, such as we find in many stories, we try to stimulate the imagination and the memory of our hearer or reader and make a vivid impression on his feelings.

In giving descriptions we shall find the following suggestions helpful :

1. Observe closely the person, animal, place, or object that you intend to describe.
2. Begin your description, if possible, by stating in the first sentence the general impression made on you by what you are going to describe.
3. In a brief description keep the same point of view in time and in space.
4. Select such details as will help you to make clear your general impression.
5. Mention details according to (1) *the order of observation*, that is, beginning with what you first observe and then bringing in less prominent details, or (2) *the order of space relation*, proceeding from near to far, from right to left or left to right, from top to bottom or bottom to top, from exterior to interior or interior to exterior.
6. Try to make your description vivid by using definite, picture-making words. If possible, appeal to more than one of the special senses: sight, hearing, touch, smell, and taste.

EXERCISE 330

In what order would you arrange details in describing the following pictures in this book? Using the suggestions given in section 245, write an accurate description of one of these pictures.

1. Lincoln Memorial (p. 215).
2. Filling a Silo (p. 141).

3. A Canadian Rug-Maker (p. 199).
4. A Texas Oil Field (p. 81).
5. A Successful Possum Hunt (p. 321).
6. Mardi Gras Parade in New Orleans (p. 259).
7. A Camp among the Birches of New Hampshire (p. 225).
8. San Gabriel Mission in California (p. 277).
9. Fishing Boats at Gloucester, Massachusetts (p. 101).
10. A Salesman in Action (p. 369).

EXERCISE 331

Using the suggestions given in section 245, describe orally or in writing one of the following:

- | | |
|------------------------|-------------------------------|
| 1. Your schoolroom. | 6. Your mother's kitchen. |
| 2. Your room at home. | 7. Your summer camp. |
| 3. Your father's silo. | 8. A flower garden. |
| 4. Your front yard. | 9. The view from your window. |
| 5. A poultry house. | 10. Your school lunch room. |

EXERCISE 332

Give an accurate oral or written description of one of the following:

- | | |
|-----------------------------------|-------------------------------|
| 1. A picture in your school room. | 6. Your family car. |
| 2. A familiar statue in a park. | 7. A sundial or bird bath. |
| 3. An attractive poster. | 8. A family heirloom. |
| 4. An unusual signboard. | 9. A musical instrument. |
| 5. A motor boat. | 10. An object of your choice. |

EXERCISE 333

Study closely the descriptions of persons given below. Examine carefully the descriptions of persons in the second illustrative paragraph in section 171 and in paragraphs 5 and 16 in Exercise 175. Notice the details that each writer chose and the order in which he arranged them.

1. Our football captain is a boy of athletic build who is five feet ten inches in height and weighs one hundred and sixty-four pounds. He

stands erect and moves with an easy swinging stride. His head is so large that he requires a size seven and one-half helmet, and he wears a number nine shoe. In complexion, hair, and eyes he is a decided blond. He has a straight nose and a broad mouth and chin. His right eye is slightly smaller than the left. When he talks he arches his left eyebrow, and when he is worried he has a habit of elevating his chin and tensing the muscles of his neck. Below his right ear is a scar almost two inches long, and the first joint of the forefinger on his left hand is missing.

2. The cognomen of Crane was not inapplicable to his person. He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have been used for shovels, and his whole frame most loosely hung together. His head was small, and flat on top, with huge ears, large green glassy eyes, and a long snipe nose, so that it looked like a weathercock perched upon his spindle neck to tell which way the wind blew. To see him striding along the profile of a hill on a windy day, with his clothes bagging and fluttering about him, one might have mistaken him for the genius of famine descending upon the earth, or some scarecrow eloped from a cornfield.—WASHINGTON IRVING, "The Legend of Sleepy Hollow"

3. Presently the outer door swung open. Judith had come in again. Lind Archer saw her against the dim light of the lantern that hung by the kitchen door. She had a great, defiant body, her chest high and broad as a boy's; her hair was wild-locked and black and shone on top of her head with a bluish luster; her eyes were in sullen repose now, long and narrow; her lips were rich and drooped at the corners. She wore overalls and a heavy sweater, and stood squarely on her feet, as if prepared to take or give a blow.¹

4. While Judith helped in the kitchen, Ellen obediently went to the organ. She sat erect and prim in her washed-out gingham dress, that had apparently shrunk and grown too small even for her narrow shoulders and uncertain breast. Her fine brown hair, that was lighter in color and much less luxuriant than Judith's, was drawn back without a relenting wave from her rather prominent, austere white brow. Her eyebrows were exquisitely shaped and black as ink-lines. Behind the magnifying glass of her spectacles her dark blue eyes swam liquid and vague. Her raw-looking, thin fingers sought out the keys.¹

¹From "Wild Geese," by Martha Ostenso. Used by permission of Dodd Mead and Company, publishers.

EXERCISE 334

In one paragraph give an accurate description of some person whom you know well. Select important details of personal appearance and arrange them in the best natural order.

EXERCISE 335

In one paragraph give your classmates such a vivid description of some person familiar to them that they will easily identify your subject without your naming him or her.

EXERCISE 336

Study closely the descriptions of animals given below. Examine carefully also the descriptions of animals in paragraphs 4 and 14 in Exercise 175.

1. Monte, my saddle horse, is a beautiful chestnut sorrel with four white-stocking feet and a white star in his forehead. He is three years old and stands fifteen and one-half hands high. He is built on the lines of a race horse and bears himself proudly. The aristocratic arch of his neck, his well-shaped head, his delicately pointed ears, and the intelligent look in his spirited eyes, all give him individuality and distinction in appearance. His coat shines like rich brown satin, and his mane and tail are luxuriant. But for a small scar just above the hoof of his right forefoot, he is physically perfect.

2. She has brought two dogs with her, also, out of a number of pets which she maintains at home. One is a fat spaniel, called Zephyr—though heaven defend me from such a zephyr! He is fed out of all shape and comfort; his eyes are nearly strained out of his head; he wheezes with corpulency, and cannot walk without great difficulty. The other is a little, old, gray-muzzled curmudgeon, with an unhappy eye that kindles like a coal if you only look at him; his nose turns up; his mouth is drawn into wrinkles, so as to show his teeth; in short, he has altogether the look of a dog far gone in misanthropy and totally sick of the world. When he walks, he has his tail curled up so tight that it seems to lift his feet from the ground; and he seldom makes use of more than three legs at a time, keeping the other drawn up as a reserve. This last wretch is called Beauty.—WASHINGTON IRVING. "Bracebridge Hall"

EXERCISE 337

Write or give orally an accurate description of some pet or other animal familiar to you.

EXERCISE 338

What is the dominant impression in each of the paragraphs given below and in paragraphs 8 and 11 in Exercise 175? To what sense or senses, in addition to sight, does the writer of each description appeal?

1. Have you ever been in a pine forest and noticed the solemn hush that pervades the atmosphere? Have you ever felt tired and restless and lain down on a soft bed of pine needles and refreshed your eyes with the dark, soothing green of the trees? The wind sighs gently through the tops of the trees. Below, everything is dark and still and cool. Flecks of sunlight filter through and cause spots here and there to glow with a soft golden light. The clean acrid smell of pine needles fills the air. Thus the pine forest always suggests restfulness and contentment and brings a sense of ease and utter enjoyment.

2. It was a fine autumnal day; the sky was clear and serene, and nature wore that rich and golden livery which we always associate with the idea of abundance. The forests had put on their sober brown and yellow, while some trees of the tenderer kind had been nipped by the frosts into brilliant dyes of orange, purple, and scarlet. Streaming files of wild ducks began to make their appearance high in the air; the bark of the squirrel might be heard from the groves of beech and hickory-nuts, and the pensive whistle of the quail at intervals from the neighboring stubble field.—WASHINGTON IRVING, "The Legend of Sleepy Hollow"

EXERCISE 339

In describing one of the following, begin by stating your single dominant impression, then give appropriate details, and show the effect that the scene produced on you:

- | | |
|----------------------------|-------------------------------|
| 1. A public park. | 6. A grain field at noon. |
| 2. Your street in spring. | 7. A bathing beach in winter. |
| 3. An orchard in bloom. | 8. The empty school building. |
| 4. Your yard by moonlight. | 9. A lake before sunrise. |
| 5. A deserted camp. | 10. An orange grove. |

EXERCISE 340

In the following paragraph notice how the writer has described a sister and brother by contrast and comparison :

Strange as it may seem, there is very little resemblance between the twins. Phyllis is petite and exquisitely formed. She is pretty and graceful, and has a lovely clear skin that bespeaks good health. Wavy light hair covers her shapely head, and an especially saucy curl is persistently falling over her left brow. Her dark-brown eyes sparkle with laughter. Fred is almost her opposite. Everybody says it is fortunate that he is a boy. Fully three inches taller than Phyllis, lanky, awkward, freckled, he is all that his sister is not. There is but one point of resemblance. Like her, he has laughing, sparkling dark-brown eyes. When he talks, as he does most of the time, his face lights up with boyish animation until one forgets that his mouth is large, his hair straight, and his nose crooked. "Aw, anyway, beauty is only skin deep," he quotes, with an impish grin.

EXERCISE 341

Give an accurate oral or written description of one of the following pairs of persons, animals, or things that will enable anyone to distinguish the one from the other. Indicate by contrast how one differs from the other.

- | | |
|-------------------------|---------------------------------|
| 1. Two brothers. | 6. A trout and a salmon. |
| 2. Two sisters. | 7. A cabbage and a cauliflower. |
| 3. A girl and her chum. | 8. A rose and a dahlia. |
| 4. A boy and his chum. | 9. An orange and a lemon. |
| 5. A dog and a fox. | 10. A cornet and a saxophone. |

EXERCISE 342

Describe by contrast and comparison two persons in one of the following pictures in this book :

1. A School Election (p. 31).
2. Boy Scouts Practice Knife-Throwing (p. 41).
3. Girl Scouts at Camp Andree (p. 61).
4. Camp Fire Girls Mending Toys (p. 121).
5. A Group of Aged Toy-Makers (p. 291).
6. A Successful Possum Hunt (p. 321).

EXERCISE 343

Notice in the following descriptions of persons and animals in action how the writers have used narration and description combined :

1. The afternoon sun is shining bright in a narrow, busy street crowded with traffic waiting for the signal lights to change. An old flea-bitten white horse attached to a dilapidated wagon is generously helping himself to bananas in the cart of an unsuspecting peddler as his master dozes. Presently the signal lights change to green. Turning, the peddler sees the horse energetically chewing a banana and finds that half his stock has been consumed. He yells at the owner of the horse, who, aroused from his nap, starts to answer the peddler in his own terms, as the latter shakes his fist and shouts, "I make-a you pay for da banan'." But the honking of the automobiles drowns his voice and forces them both to move on. As the peddler turns into a side street, he is still muttering, "I make 'im pay for da banan'." The owner of the horse, continuing down the narrow crowded street, sighs to himself, "Such is life," and prepares to forget the whole affair. The afternoon sun shines on.

2. It was a pretty race. The cattle ran easily enough, with long, springy jumps that carried them over the ground faster than appearances would lead one to believe. The cow-pony, his nose stretched out, his ears slanted, his eyes snapping with joy of the chase, flew fairly "belly to earth." The rider sat slightly forward, with the cowboy's loose seat. A whirl of dust, strangely insignificant against the immensity of a desert morning, rose from the flying group. Now they disappeared in a ravine, only to scramble out again the next instant, pace undiminished. The rider merely rose slightly and threw up his elbows to relieve the jar of the rough gully. At first the cattle seemed to hold their own, but soon the horse began to gain. In a short time he had come abreast of the leading animal. The latter stopped short with a snort, dodged back, and set out at right angles to his former course. From a dead run the pony came to a stand in two fierce plunges, doubled like a shot, and was off on the other tack. An unaccustomed rider would here have lost his seat. The second dash was short. With a final shake of the head, the steers turned to the proper course in the direction of the ranch. The pony dropped unconcernedly to the shuffling jog of habitual progression.¹

¹From "Arizona Nights," by Stewart Edward White. Copyright, 1907. Doubleday, Page & Company. Used by permission of Doubleday, Doran & Company, Inc., publishers.

EXERCISE 344

Using narration and description, give a vivid picture of a scene of action that you have recently observed. In addition to telling how the persons or animals looked, tell what they did. Use as many picture-making words as you can effectively.

246. Narrative sketches of persons and animals. A narrative personal sketch is a partial biography in which we attempt to portray a person by presenting him in terms of his dominant characteristic or a few of his outstanding traits. To as great an extent as possible we should allow our subject to reveal himself by what he does, by what he says, and by the effect that he has on others. We should present him as a living human being, not as a caricature, and do our best to make him as interesting and entertaining to our readers as we have found him. In writing a narrative personal sketch we should select as our subject someone who possesses a distinct personality and who is well known to us through long association.

Animals, like persons, when intimately known, reveal an individuality that adds to our interest in them. In a narrative animal sketch, as in a personal sketch, we should try to acquaint our readers with the individuality of our subject by giving them an entertaining account of his characteristic actions, his interesting habits, and his peculiar traits.

EXERCISE 345

Examine closely the following narrative personal sketch, and notice how the writer has portrayed her sister in terms of her dominant traits by telling what she does, what she says, and the effect she has on the members of her family:

MY YOUNGER SISTER

The antics of a younger brother as depicted in a Sunday comic supplement serve as a source of amusement for a great many people, but

for me every joke played on an unsuspecting victim is an old story. Patiently, sorrowfully, but by no means quietly, I have suffered for many years as the victim, not of a younger brother, but of a younger sister.

She has just reached that gawky, awkward, stubborn age, with that overgrown, underfed look, that all of us pass through at a certain stage in our career. At present she gives no promise of great beauty or any remarkable talent, except in having her way with the family. In the hope of helping her overcome some of her awkwardness, mother cheerfully accompanied her to a school of interpretative dancing twice a week all last winter. Did I say *accompanied* her? *Led* or *dragged* would be more appropriate, for the darling set up such a hue and cry every Tuesday and Thursday that the neighbors must have thought that we were abusing her.

She is twelve years of age, but when asking a special favor she reminds one of a spoiled child of four. If I assume an injured attitude when some of my paltry requests are refused, I gain nothing by it, but she never fails to get what she wants. I often tell her that she is Ethel Barrymore's only rival. But then, I tell her a great many things.

Her middle name should be Borrow. I am not selfish, but I do object to meeting myself face to face on the street. It is both bewildering and embarrassing. I should not mind if I were able to borrow her clothes, but they are all too small for me. Of course, she experiences no difficulty in getting into mine.

How I wish that she would not ask me to help her with her home work! Arithmetic was never my best study, and she refuses to be bothered with it. While I rack my brains trying to solve fractions and decimals for her, she placidly reads my history instead of her own.

She fondly imagines that she plays the piano, but the only piece I have ever recognized is "The Rosary." Each time when she sits down on the stool, I hold my breath. I almost pray that she will play something else, but no, each time it is "The Rosary."

When I have company, she forces her none-too-welcome self upon us and tries to enliven the evening by stirring tales of school and "my teacher says . . ." The next morning she airs her opinions at the breakfast table. "I didn't like him at all, mamma; his nose was too long," she proclaims loudly. At other times I hear her whispering stealthily, "O mamma, she isn't a bit nice! She laughed when I recited 'Little Nell'!"

If I complain or protest to my fair-minded parents, I receive always the same reply: "You are older than she, dear. You must make allowances." Allowances? *Allowances*? Alack and alas! I am waiting patiently for her to grow up. But then, I shall still be the older sister, shall I not?

I almost forgot. Her name, of all names, is—Angela!

EXERCISE 346

Write an entertaining narrative sketch in which you make your readers acquainted with some person whom you know well. Do not attempt a complete biography, but present what you consider the most interesting aspect of your subject's personality.

EXERCISE 347

Examine the following narrative sketch of a dog, and notice how the writer has individualized him and made him entertaining to her readers:

DICKIE

Nature meant Dickie to be a lap dog; Fate and his own inclination have decreed otherwise. Nature made him a blue-blooded French poodle, small and curly; his ever-active curiosity has made him a hunter and an explorer. Nature intended him to be white; daily journeys of exploration have made him a dirty gray which nothing short of prolonged boiling would whiten.

Automobile grease, mud, coal dust, dead leaves, and all other forms of dirt hold an irresistible attraction for him. He comes in from a few hours of outdoor recreation and brings with him a sample of every form of flora in the surrounding countryside. He is incrustated with burdock burs, small two-hooked burs, large many-hooked burs, strange spikelike burs, and all the other kinds of burs in the vicinity; he exhibits many varieties of dry leaves, which he immediately sheds on the rugs; he trails behind him along the floor lengths of dead vines, which have become entangled in his curly hair. When these have been patiently pulled out or cut off, he hurries away to collect more.

Dickie loves to chase rabbits. The fact that he has never but once caught one—and on that memorable occasion didn't know what to do

with it—does not discourage him in the least. His legs are so short that when he is in full pursuit through the high grass, he is forced to jump every few minutes in order to raise his head above the grass to see where he is; consequently, his pursuit is almost as bouncing as his prey's flight. Nevertheless, he is always hopeful. Many times a day we hear his shrill, hysterical bark as he pursues real or imaginary rabbits over the farm.

Despite innumerable scars and bruises, he has an unquenchable faith in his ability to attack the largest dog he can find and emerge victorious. Many a time we have dragged him from the midst of a fight, bitten and battered, but with unshaken faith in his own powers.

Dickie's sociableness is surpassed only by his curiosity. He will follow a member of the family from room to room untiringly rather than be left alone; but if the slightest unusual noise is heard, if a door slams, or if a strange step sounds on the porch, Dickie hastens to the spot at a run, barking at the top of his voice.

A paper or a magazine on the floor fulfills his highest desire in the matter of beds. He had rather lie down on even a bit of note paper than on the softest rug. On Sundays, when the papers are scattered here and there in greatest confusion, he has attained Paradise. To the great annoyance of the family he sprawls blissfully over as many sheets as possible, leaving bits of dead leaves in the radio section and muddy footprints on the comics.

Dickie is growing old now,—he was twelve last August,—but he is as hopeful, as optimistic, and as reckless as ever. His pursuit of rabbits is not so agile as formerly; his attacks on larger dogs are not so spry; but Dickie is still unconquerably cheerful. Neither age nor repeated failures can take the curl from his tail nor the buoyancy from his spirits.

EXERCISE 348

Write an entertaining narrative sketch of a pet or other animal that you know well and have observed closely.

247. Writing simple narratives. A well-told simple narrative of fact answers the fundamental questions When? Where? Who? What? Why? and How? The three essentials, therefore, of a simple narrative are (1) setting, (2) characters, and (3) action. The *setting* includes the time of the action (When?)

and the place of the action (Where?). The *characters* are the persons concerned (Who?). The *action* presents the incident, or series of incidents, that makes up the narrative (What?), sets forth the cause or causes responsible for the occurrence (Why?), and reveals the manner in which the final outcome is brought about (How?).

EXERCISE 349

Read the following brief narrative of fact, which was written by a high-school pupil. Point out the three essentials mentioned above. Show specifically how each of the six fundamental questions is answered. Who is the central character, or hero? Can you suggest any improvement in the narrative?

A STORY MY FATHER LIKES TO TELL

In the northern part of the peninsula of Jutland, in Denmark, is the Lim Fiord, a stretch of water reaching from the body of water east of the peninsula nearly to the coast of the North Sea. About forty miles from the western coast in the Lim Fiord is a small island on which lived a man known as Morton, a fisherman of nondescript character, who spent his money for drink.

One day, in the time of the year when the channel was frozen over, Morton, with a party of fourteen other fishermen, was spearing eels through the ice. Well on in the afternoon the fishermen started for the island four miles distant. Soon they began to run, for a windstorm had come up, and the ice was breaking. But it was impossible to reach the shore in that direction; so they turned in the opposite direction. Then, silently, fear driving them on, they ran for their lives toward the larger island eighteen miles away. A few miles from the island the tired men saw a small crack. Faster they ran, but the nearer they got the larger the crack appeared, until, when they had reached it, it was too wide for them to jump across it.

They almost gave up hope, but old Morton looked for a moment at a large block of ice floating near them. With the metal hook on the end of his long spear he finally pulled the piece of ice over to him.

"Will it bear my weight?" he thought. Carefully he placed one foot upon it, then the other. The ice did not go under. He could easily have

propelled himself over and run for the shore, for the ice beyond was still safe. He looked at the other men standing hopeless and terror-stricken beside the fast widening stretch of water. He must save them. Would the ice bear the weight of two? He told another man to get on with him. A fisherman stepped on beside him. Still the raft of ice remained above the surface. Then he proceeded to ferry the men across, one by one. Each man, upon reaching the other side, ran for the shore. But Morton stayed. His tired arms ached, and he was not at all sure that he should finish in time to save his own life. Back and forth he went until he had rescued every one of those fourteen men. The last one to start for land, he reached it safely.

This act of heroism was shown by the man from whom it would have been least expected, yet there was probably not another man among them who would have done what old Morton had done.

EXERCISE 350

Retell orally or in writing a simple narrative of fact that a member of your family or some friend has told you.

EXERCISE 351

Write an interesting original narrative of fact in which you relate a personal adventure or tell of something that happened to persons whom you know. The following suggestions may help you:

- | | |
|---------------------------|--------------------------|
| 1. My Narrowest Escape. | 6. A Daring Rescue. |
| 2. A Defective Detective. | 7. Locked in a Building. |
| 3. A Vacation Adventure. | 8. A Halloween Scare. |
| 4. The Wrong Medicine. | 9. Mistaken Identity. |
| 5. An Expensive Joke. | 10. Shipwrecked. |

248. Writing news stories. A news story is a true account of an actual happening, a simple narrative that gives the facts. In writing a news story we must, therefore, avoid inventing incidents or imagining events. Since a news story may deal with anything timely which will interest a large number of readers, it is plain that there are many sources from which we may get our material. Among the most important are the following:

(1) contests, such as fights, athletic meets, debates, political campaigns, business competition, and all kinds of struggles growing out of rivalry; (2) prominent persons; (3) well-known or unknown places; (4) social events; (5) the strange or unusual; (6) success or failure in love or business; (7) brave deeds; (8) generous actions; (9) increase or decrease in the cost of living; (10) joys and sufferings of helpless persons; (11) fires, storms, and floods; (12) accidents and other disasters; (13) explorations, discoveries, and inventions; (14) crimes.

Arranging our material and writing a news story demand considerable skill. Unlike the ordinary narrative of fact, the news story does not follow strictly the order of time or produce suspense through climax. The opening sentence or sentences, called the "lead," must give the outcome or result of the event and contain the gist of the whole story. The fact that busy readers expect and demand all the really important news in the headlines and the opening sentences of a news story, accounts for this inverted order of narration. In writing a news story, therefore, we should remember that *we must arouse the reader's interest at once and enable him to get all the essential news as quickly as possible*. We should do our best, furthermore, to make our story accurate, clear, concise, and complete.

EXERCISE 352

Read the following news story, which was written by a high-school pupil. Study the organization of the material, and see how much you can learn from this specimen about the writing of news stories. Which of the fundamental questions are answered?

CLAYTON HAMILTON TALKS ON "THE RIVALS"

Clayton Hamilton, well-known lecturer and dramatic critic, gave a talk on Sheridan's play, "The Rivals," in the auditorium yesterday afternoon before a group of senior and junior students. He spoke in the in-

terest of the management and the cast who are now giving at the Illinois Theater in Chicago a fine revival of the old play.

"The Rivals," first produced a hundred and fifty years ago, in January, 1775, at Covent Garden Theater in London, is one of the three plays written during the eighteenth century that have remained popular down to our own time. The other two are "She Stoops to Conquer," by Goldsmith, and "The School for Scandal," by the author of "The Rivals,"—Richard Brinsley Sheridan. It is interesting to note that both these dramatists were Irish. One may say, therefore, that the great plays of Sheridan's day were written by Irishmen, and that Sheridan wrote two thirds of them, a splendid achievement for any man.

Sheridan, to quote Mr. Hamilton, had a "front-page personality." At the age of twenty-one he eloped to France with a beautiful young singer of Bath, not particularly because he loved her, but because he wished to save her from his rival. After a series of adventures, the couple settled down in England. The support of a wife brought financial difficulties, however, which the young husband was unable to meet, and led to the necessity of earning ready money. Being one of the most polished gentlemen of his day, Sheridan was considered the wittiest man in Bath. Having no accomplishments but that of brilliant conversation, he decided to present on the stage an evening of clever talk. The result is his famous play, "The Rivals," which is still one of the most enjoyable of comedies.

The distinguished cast giving the revival of the play in Chicago and other cities throughout the country is headed by Mrs. Fiske as Mrs. Malaprop. The part of Bob Acres is played by James T. Powers; Chauncey Olcott appears as Sir Lucius O'Trigger; and Thomas A. Wise represents Sir Anthony Absolute.

That Mr. Hamilton's entertaining talk stimulated a desire to see the play was proved by the fact that a large number of students attended the performance last night, and many more are planning to see it during the week-end.

EXERCISE 353

Bring to class two or more good news stories found in newspapers or in your school paper. Tell which of the fundamental questions have been answered in the first paragraph. What information do you get from each of the remaining paragraphs?

EXERCISE 354

Write for your school paper or local newspaper a good news story giving an accurate and interesting account of a recent local event. Gather your material carefully and stick closely to the facts in writing your story. Do your best to compose an attractive "lead" as the first paragraph. Then expand and support your "lead" by giving other details. The following suggestions may help you to find material:

1. An assembly speaker and his talk.
2. A school athletic contest.
3. A class or school election.
4. A school reception.
5. A school play.
6. An accident that you witnessed.
7. A fire, a storm, or a flood.
8. An act of bravery, kindness, or generosity.
9. A hike by Boy Scouts, Girl Scouts, or Camp Fire Girls.
10. A person who has mysteriously disappeared.

249. Retelling legends and folk tales. Every country has its legends and folk tales, or traditional stories, most of which were first told long before books were known. We are familiar, perhaps, with legends about St. George, King Arthur, Beowulf, Roland, and Siegfried. Since early childhood we have enjoyed such folk tales as "Cinderella," "Little Red Riding-hood," "Jack and the Beanstalk," and "Dick Whittington and his Cat."

The practice that we can get in oral and written composition by retelling some of these traditional stories we shall find valuable in our study of narration.

EXERCISE 355

Examine the following legend, which was retold by a high-school pupil. Is it well written? Which of the fundamental questions are answered? Can you suggest any improvement?

THE LEGEND OF THE WINE TOWER

In the northeast of Scotland there is a seaport town, called Fraserborough, surrounded on two sides by the North Sea. Hundreds of years ago, Hinard Castle, built on the rocks by the sea, was occupied by an overbearing feudal lord. On a rock jutting farther out into the sea was a part of the castle called the Wine Tower.

The lord of Hinard Castle had a young daughter whom he wished to marry to an aged neighboring lord, thus joining the property of the two families. The maiden, who had already plighted her troth, without her father's knowledge, to one of his knights, refused to marry the old lord. Her father found her with her young lover one evening and determined to separate them. Without the maiden's knowledge, he had his henchmen put her lover into the dungeon of the Wine Tower. The knight was chained, and slowly starved to death. The father continued to urge his daughter to marry the old lord, but she steadfastly refused, always hoping for the return of her lover.

One day, in a frenzy of passion, he dragged her down to the dungeon to view the skeleton of her lover, telling her that if she did not consent she should share the same fate. But, instead of consenting, the maiden clasped the skeleton of her lover in her arms and, fleeing up the stairs to the top of the Wine Tower, jumped to the rocks below.

Just beneath the tower is a large smooth rock with a brownish stain on it, which has been pointed out to the children through the generations as the rock on which she fell. It is said that when a storm dashes the sea up over the rocks, the clank of the chains around her lover's ankles can be heard. In the gloaming, when the sea is at full tide, the outline of the maiden can be seen, with her long black hair floating among the seaweed on the top of the rocks.

Today Hinard Castle, with its old Wine Tower, is a splendidly equipped coast-guard station, with a great lighthouse flashing its warning to sailors to steer clear of the treacherous rocks around the Wine Tower.

EXERCISE 356

Using your own words, retell orally or in writing a legend, folk tale, or fairy story that someone has told you or that you have read recently. Do your best to make your reproduction clear and entertaining.

EXERCISE 357

Retell orally or in writing an American legend or folk tale that someone has told you. Or, if you or your ancestors have come from a foreign country, relate a legend or a folk tale told by the people of that country.

250. Relating myths. A myth is an invented, or wholly fictitious, narrative. Myths usually deal with supernatural persons, actions, and events, and were devised to explain various phenomena of nature, such as thunder and lightning, and to account for customs, habits, and beliefs. They are the product of superstition and imagination. As explanations, they have, of course, no scientific value; but as literature they constitute some of our most entertaining narratives.

Retelling well-known myths and writing original myths will provide valuable practice in composition and prove enjoyable training of our imagination.

EXERCISE 358

Retell orally or in writing a myth read in one of the following books:

1. Thomas Bulfinch's "Age of Fable."
2. H. A. Guerber's "Myths of Greece and Rome" or "Myths of Northern Lands."
3. Nathaniel Hawthorne's "Wonder Book" or "Tanglewood Tales."
4. C. M. Gayley's "Classic Myths."

EXERCISE 359

After reading several myths concerning Cupid, Venus, and Apollo, read the following original myth, which was written by a high-school pupil.

LILA AND APOLLO

Just before dawn Cupid, in a mischievous mood, shot a golden-tipped arrow at the heart of the beautiful maiden, Lila, who was picking flowers

for her mother. Just as Cupid started to shoot a leaden arrow, Venus called him, and he flew away on an errand for her.

As Apollo started across the heavens, Lila looked up, and immediately fell deeply in love with him. He, however, did not return her love, nor did he hate her.

Lila went home and gave her mother the flowers, telling her that she could not live without Apollo and that she was going to seek him. Her mother let her go with grave misgivings, for her daughter was only a mortal, whereas Apollo was a god.

Lila set out with hope and courage, and walked until she came to the end of the world. There she waited until Jupiter sent rain. As soon as the sun shone, she ascended the beautiful rainbow to the castle of Apollo. A stern-faced servant opened the door, and she asked to see the sun god. The servant told her that any mortal who looked upon Apollo would be blinded, but she insisted until the servant led her down a long hall into the sun god's presence. She caught one glimpse of his face and was blinded instantly. Apollo did not notice her, even though she was as beautiful as his sun.

As she descended the rainbow, she lost her footing and fell to the earth, dead. The trees saw her as she touched the ground, and whispered the sad story to the wind; the wind carried it to the windows of her house; and the windows rattled it to her mother. When the mother learned of the death of her only child, she hobbled around moaning, "Lila, alack! Lila, alack!"

When Apollo heard the story, he pitied Lila and changed her into a bush bearing fragrant purple flowers as beautiful as the girl herself.

As the people mourned for her, they gradually shortened "Lila, alack!" into "Lilac," and forever after we have called this bush the lilac bush.

EXERCISE 360

After studying a number of myths, write the most reasonable original myth that you can invent. Remember that most, if not all, of the characters should be supernatural beings.

251. Relating "just so" stories. "Just so" stories are, as the name suggests, invented, or fictitious, narratives, and are told wholly for entertainment. Like myths, they are intended to explain some curious or commonplace fact of nature. They deal

usually with animals, plants, and people. In most of them some magical power plays a part, but rarely are any of the characters supernatural beings, such as gods or giants, as they are in myths. From the time of the Arabian Nights' tales to the present, fanciful stories of the "just so" type have been told; but among modern writers Rudyard Kipling deserves principal credit for naming and making popular this kind of story.

EXERCISE 361

Retell orally or in writing your favorite story in Kipling's "Just So Stories."

EXERCISE 362

Examine the following original "just so" story, which was written by a high-school pupil. Has the writer made the story seem reasonable? Can you suggest any improvement?

WHY THE BLUE JAY CALLS "THIEF! THIEF!"

A long time ago there were a blue jay and a robin who lived near together and were very close friends. Both liked to eat cherries.

There were two cherry trees in a garden which the blue jay and the robin went to visit. They agreed that the blue jay might eat all the cherries on one tree and the robin all the cherries on the other. It happened, however, one year that the cherries on the blue jay's tree ripened before those on the robin's tree; so the blue jay had eaten all his cherries before the robin had begun to eat his.

One day the robin thought he would eat some cherries. When he arrived at the garden, he saw the blue jay eating cherries from his tree.

"Ah, why are you eating cherries from my tree?" asked the robin.

"Why, these are just as much my cherries as they are yours," replied the blue jay crossly.

They argued for some time. Then all the birds were assembled to decide the punishment for the blue jay. The owl was made judge; and sparrows and swallows were the jury.

After much chatter, the blue jay was accused of stealing. In spite of all that the woodpecker, who was sheriff, could do to keep order, there

was a great deal more noise before the punishment was decided. Finally the old birds of the forest decreed that the blue jay should be denied the power of speech and that the only word he might utter should be "Thief!" So from that day to this the blue jay has always called, "Thief! Thief!"

EXERCISE 363

Using one of the topics suggested below, write the best original "just so" story that you can invent. Do your best to make it reasonable and entertaining.

1. Why the Owl is Reputed to be Wise.
2. How the Ostrich Got its Long Neck.
3. How the Bee Got its Sting.
4. How the Zebra Got its Stripes.
5. Why the Flounder is Flat.
6. Why the Sensitive Plant is Sensitive.
7. Why Dogs Howl When They Hear Music.
8. How the Whippoorwill Got its Call.
9. Why the Leaves Change Color in the Autumn.
10. A subject of your own choice.

252. Writing short stories. A short story is a brief narrative that presents effectively a struggle and its outcome. The actions of the characters representing one or both of the opposing forces must be *consciously directed* from the beginning of the story for the purpose of bringing about a desired outcome, which is to form the conclusion of the story. The struggle may be physical, mental, or emotional, but unless there is a conflict there can be no story. Simple narratives of fact are, as we have seen, true accounts of actual happenings. Short stories, though they may include some real events, are for the most part the invention of the writer's imagination. *To be effective, a short story must be so constructed and related that the action seems probable and the characters appear real and lifelike.*

Suppose that we plan a story using this situation: A boy has made himself so objectionable to his schoolmates that they de-

cide to punish him. Here we have characters representing two opposing forces, the boy and his schoolmates. The plot problem that we must solve in constructing our story is this: What will be the most interesting *probable* outcome of the struggle, and how shall the characters proceed in bringing it about? In order to make our plot as concrete as possible, let us select a title, decide on names for our principal characters, and choose appropriate settings in time and place. After several attempts, we perhaps succeed in working out from this story situation some such plot as the one given below:

FOR PERCY'S AMUSEMENT

I. The story situation (the cause).

Percy Harron, who entered Hampton Preparatory School as a junior, is disliked by many of his schoolmates because he ranks highest in his courses and is snobbish. Several juniors and seniors, led by Ned Parker, the star athlete of the school, resolve to punish him. Accordingly they make plans to take him, on the following Saturday night, to a deserted logging camp ten miles away and, after giving him a good scare, leave him to walk back to the school.

II. The series of events composing the story proper. (Note that they are arranged in the order of cause and effect as well as in that of time.)

1. Late on Saturday afternoon Ned Parker induces the unsuspecting Percy to leave his books and go with him in his car for a ride.
2. Three miles from the logging camp, in dense woods, the car stops for want of gasoline, as Ned had arranged that it should. While Ned is gone, supposedly for gasoline, Percy sleeps comfortably in the car.
3. Sometime later, after dark, Percy is aroused by six silent figures with flashlights. They seize, bind, gag, and blindfold him. After replenishing the gasoline, they drive on in silence to the camp.

4. Leaving the car running, they take Percy into the shack and build a fire in the fireplace. By one or two comments they try to convince him that they have set fire to the shack. Silently they go outside, slam the door, and chain it.
5. Several minutes later they reënter. As one of the boys unbinds Percy's feet, Percy overhears a boy whisper, "Let's get Jake's bear." "Just the thing," another replies, almost aloud. The boys go outside again and chain the door fast.
6. Left alone, Percy hears the boys walking away through the undergrowth, laughing and talking. With great effort he frees his hands. Then he removes the blindfold and the gag. He listens, but hears no sound save the motor of the car. Quickly he crawls out through the window, jumps into the car, and drives away.

III. The outcome (the result).

When the boys return with Jake and the bear, they discover that Percy and the car are gone.

EXERCISE 364

Using the plot given in section 252, write the story "For Percy's Amusement." Limit your story to a thousand words. Revise it and rewrite it until it represents your very best effort.

EXERCISE 365

Can you invent a short story that will be a sequel to "For Percy's Amusement"? Did Percy's schoolmates make another attempt to punish him and get revenge for the trick that he played on them? Did Percy try to get even with them for the rough treatment he had received? Did he win the friendship and approval of his schoolmates? If you can devise one of these sequels, make a good plot and write a probable story of not more than a thousand words.

EXERCISE 366

From the following list of situations choose one that you think you can develop into a good short story. Construct a plot according to the outline given in section 252. Select any necessary additional

characters, give all the principal characters names, and decide on appropriate time and place settings. When you have revised your plot, make a copy of it and bring it to class to be discussed.

1. Suppose that a week ago you "vanished mysteriously" in order to create a little excitement and get your name in the papers. There was even more excitement than you had anticipated, especially for you. What happened? Now that you are in school once more, and most happy to be back safely, write the story of the struggle that you had. Make it entertaining and probable.

2. A girl taunts a boy by calling him a coward because he will not do what she wishes him to do. What does the taunt cause the boy to do? How does he attempt to prove that he is not a coward? What is the outcome?

3. A boy or girl, jealous of a rival in school, tells a lie that results in serious consequences for the innocent person. What constitutes the struggle? What is the most probable outcome? How is it brought about?

4. A boy or girl who dislikes fire drills hides one day in a coat closet to avoid marching out for a "silly old drill." What happens? What is the outcome? Invent an interesting probable story.

5. Several years ago a trivial incident made two neighboring families bitter enemies. What was the incident? Something happens to cause them to forget their enmity and become friends again. What is it? How is the reconciliation brought about?

6. A girl who is anxious to win a prize in a sewing contest secretly mutilates the dress of her only serious rival. What happens on the day that the prize is awarded? What is the outcome of the struggle?

7. Suppose that you, overhearing a few sentences of a conversation, suspect that the speakers are planning some mischief, and decide to play the rôle of a detective. What did you hear? What do you do? Do you discover that you are right or wrong as to the speakers' meaning? Tell the story of your adventure as a detective. Will your story have a serious outcome, or a humorous surprise ending?

EXERCISE 367

After you have revised and improved the plot that you made in Exercise 366, develop it into the best short story that you can write. Try to make it good enough to publish in your school magazine or newspaper.

PART SIX

THE STUDY OF WORDS

CHAPTER XXI

BUILDING A VOCABULARY

253. Our need of a larger vocabulary. To communicate with other people, we use words, the symbols of ideas, combined in sentences. As we grow older, we are constantly acquiring new ideas from many sources. In gaining new ideas from other speakers and writers, as well as in conveying new ideas of our own, we need new words. Accuracy, force, and variety in expressing what we have to say likewise make it necessary for us to enlarge our vocabulary, or stock of words. If we wish to grow mentally and to make our speech and writing more effective, we should, therefore, strive continually to increase our vocabulary to meet our needs.

EXERCISE 368

Make a list of new words that you have recently met in connection with three or more of the following :

- | | |
|-----------------------|-----------------------------|
| 1. Civics. | 6. A new school sport. |
| 2. Geography. | 7. A poem studied in class. |
| 3. General science. | 8. A book for home reading. |
| 4. Physiology. | 9. A magazine story. |
| 5. Radio or aviation. | 10. A newspaper editorial. |

254. Five groups of words. Our stock of words depends on our personality, on our individual needs for expression, on our

desire to speak and write effectively, and on our mental alertness and persistent energy. In our efforts to increase our vocabulary we should be aware of the following groups of words, which will vary for each of us:

Group I. All words that I use readily in informal conversation.

Group II. Other words that I employ in more formal conversation, in talking on special occasions, and in speaking about particular subjects.

Group III. Additional words that I use in writing but not in speech.

Group IV. Words that I have heard others use or have met in my reading and that I understand more or less accurately but have never used.

Group V. Words wholly unfamiliar to me and therefore outside my vocabulary.

Words in Groups I, II, and III belong to our *active* vocabulary; those in Group IV, to our *passive* vocabulary.

EXERCISE 369

Divide a sheet of composition paper into five equal columns. Beginning at the left, write in order, at the top of each column, Group I, Group II, Group III, Group IV, and Group V. Make a personal classification of the words given below. If a word is in your active vocabulary—that is, if you can use it accurately—place it where you think it belongs in one of the first three groups. If a word is in your passive vocabulary, place it in Group IV. If it is an unknown word, put it in Group V. (Keep this classification for use in later exercises.)

acquire
adjacent
alter
apparent
augment

barrier
befriend
bestow
candor
career

carton
censure
coercion
cordial
courteous

cursory	facilitate	luxury ✓	quest ✓
decrease	feign	malicious ✓	radiation ✓
deface	fertile	meander	recipient
delve	flagrant	mediocre	rectify
designate	fragile	moderate ✓	renovate
devise	hereby	moron	rigid ✓
dexterous	heredity	negotiate ✓	rural ✓
diameter	illiterate	obstinate ✓	seclusion ✓
dilatory	illusion	obvious ✓	solitary ✓
diminish	impetuous	opportune ✓	sordid ✓
dismay	impromptu	option ✓	stamen
duration	infer	pacify	strategy
eligible	initiative	parole ✓	substance ✓
energy	irksome	peril ✓	suffrage ✓
enigma	item	pertinent	tenacious
ennui	jeune	poise ✓	trite
epidemic	jest	practicable ✓	utility ✓
erosion	knack ✓	precarious ✓	versatility
esteem	larva	probation ✓	vivid
evade	latent	procedure ✓	vocation
expansion	lucid	pylon	wary
expedient	lull ✓	query	yearn

EXERCISE 370

Compare your vocabulary with that of other high-school pupils by examining closely the words used by the writers of five or more of the following compositions printed in this book. List correctly in Group IV or Group V each word that is not in your active vocabulary. (Keep your list of words for use in a later exercise.)

1. My Experience as a Water Boy, p. 26. ✓
2. How to Play Scrimmage Ball, pp. 324-325.
3. The Malady of Er, pp. 346-347. ✓
4. Our School Banking System, pp. 348-350.
5. Our Thrift-Week Assembly, pp. 351-352.
6. My Mother, pp. 358-359. ✓
7. The Danger of Being Satisfied, p. 363.
8. Don't Be a "Thumb-Wagger," pp. 370-371 ✓
9. Being a Manikin, pp. 381-382.

10. My Younger Sister, pp. 390-392.
11. Dickie, pp. 392-393.
12. A Story My Father Likes to Tell, pp. 394-395. ✓
13. The Legend of the Wine Tower, p. 399.
14. Lila and Apollo, pp. 400-401.
15. Why the Blue Jay Calls "Thief! Thief!" pp. 402-403.

EXERCISE 371

Using the first ten specimen paragraphs in Exercise 175 as material for study, list correctly in Group IV or Group V each word that is not in your active vocabulary. (Retain your list of words for use in a later exercise.)

255. Aids in building a vocabulary. The building of a vocabulary is an entirely personal matter and requires persistent self-cultivation. Beyond the meager vocabulary that we gain by unconscious imitation, we must increase our stock of words by systematic conscious effort. In our attempt to enlarge our vocabulary we should be guided by the following suggestions:

1. Be mentally alert and try to develop a keener interest in words.
2. Observe closely the words of reputable speakers and writers.
Make note of those that you think might be useful to you.
3. Learn synonyms of words in your active vocabulary and practice using them correctly in sentences.
4. Transfer usable words from your passive to your active vocabulary by employing them in conversation, in letters, and in other speech and writing.
5. Learn to use accurately words that pertain to the various subjects that you study in school.
6. By a systematic study of your dictionary discover new words that will be of value to you.
7. Make a practice of adding useful and usable words rather than unusual words.
8. Form the habit of mastering at least one useful word each day.
9. Read widely in good literature, that your vocabulary may continue to grow by unconscious imitation.

EXERCISE 372

Bring to class a list of ten or more words recently heard or read that you think would be useful additions to your vocabulary. Make an original sentence to show the correct use of each word. (Keep your list of words for use in a later exercise.)

EXERCISE 373

Look up in your dictionary the meaning of *synonym*. Then make a list of ten nouns, ten verbs, and ten adjectives in your active vocabulary. For each of these find, if possible, at least one synonym. In an original sentence show the slight difference in meaning, if any, between the synonym and the word to which it is related.

EXERCISE 374

Without the aid of your dictionary write at least one synonym for as many as possible of the hundred and three words listed in Exercise 369. Be prepared to give in class an oral sentence illustrating the correct use of each synonym.

EXERCISE 375

In Exercises 369, 370, and 371, which of the words that you listed as belonging to your passive vocabulary (Group IV) do you think would make useful additions to your active vocabulary? Make yourself more familiar with each word selected by using it in three oral or written sentences. (Keep your list of words for use in a later exercise.)

EXERCISE 376

Open your dictionary at random, and study closely the words on the two pages. List as accurately as you can (1) the words now in your active vocabulary, (2) the words in your passive vocabulary, and (3) new words that you think would make useful additions to your active vocabulary. Indicate the numbers of the pages that you studied. (Keep your list of words for use in a later exercise.)

256. Making words our own. To make a word our own we must establish it permanently in our active vocabulary by learning to use it readily and accurately. In mastering a word we should include the following:

1. *Spelling.* Learn from the dictionary the correct or preferred spelling.
2. *Pronunciation.* Pronounce the word properly by noting the division into syllables, the sounds of the vowels, and the accent.
3. *Meaning.* Find out the meaning or meanings of the word as it is used at present. Pay close attention to definitions.
4. *Use.* Observe its correct use in the sentences of reputable speakers and writers. Practice using it correctly in several oral and written sentences of your own.
5. *Synonyms and antonyms.* Compare and contrast its meaning with that of other words. Learn its synonyms, that is, other English words having the same or nearly the same meaning. Learn its antonym, that is, the English word having an opposite meaning.

EXERCISE 377

Write an antonym for each of the following words:

aid	early	help	play	save
bind	earn	hope	regular	slow
certain	give	lose	rejoice	timid
cruelty	glad	modest	reliable	wise

257. A vocabulary notebook. Success in building a vocabulary demands that we have a definite system of procedure and follow it regularly. One of the greatest aids in increasing our stock of words is a vocabulary notebook, which may be made as follows:

Select a notebook with pages 7 by 9 inches or larger. Divide each page into two equal columns. Divide the left column of each left page into two equal columns. This will make five

columns on adjacent pages. Beginning at the left of the left page, write in order, at the top of each column, "Word," "Pronunciation," "Meaning." At the top of the left column on the right page write "Illustrative Sentences"; at the top of the right column, "Synonyms and Antonyms."

In our vocabulary notebook we should list daily any word or words that we desire to establish in our active vocabulary. With the aid of a good dictionary we should enter in the proper column the necessary information about each word and illustrate its correct use in two or more original short sentences.

As our notebook grows, we shall find that we are making for ourselves a most valuable individual dictionary. At frequent intervals—at least once a week—we should review all words that we have previously entered, and we should try to use them in our daily speech and writing. The keeping of a vocabulary notebook we should regard not as an assigned task but as an excellent means of self-cultivation in English both in school and out of school.

EXERCISE 378

Enter in your vocabulary notebook the words that you listed as useful additions to your vocabulary in Exercises 372, 375, and 376. Spell each word correctly, indicate its pronunciation, give a brief accurate definition, illustrate its use in original short sentences, and write its synonyms and antonyms, if it has any. Regard these entries as the beginning of your vocabulary-building by means of a vocabulary notebook. Try to add at least one word every day.

CHAPTER XXII

HOW TO USE A DICTIONARY

258. Owning and using a dictionary. As students of English, we should each own a reliable dictionary. For our present needs Webster's Secondary-School Dictionary or the High-School Standard Dictionary will be adequate. We should also have access in our schoolroom, and if possible at home, to an unabridged dictionary, such as Webster's New International Dictionary or the New Standard Dictionary, which we shall frequently have occasion to consult.

In addition to owning a dictionary, we should have it always within easy reach and form the habit of using it regularly and often. As a storehouse of reliable information about words, a dictionary is our greatest aid in building a vocabulary and in learning to use words correctly. To get the most out of it, we should explore its contents, become familiar with its system of arrangement, and learn to consult it with directness, accuracy, and speed.

EXERCISE 379

Spend at least an hour in exploring the contents of your dictionary. Make a list of the page numbers where you can find the following information:

- | | |
|--|--|
| 1. Guide to pronunciation. | 6. Dictionary proper. |
| 2. Rules for spelling. | 7. Geographical and biographical names. |
| 3. Abbreviations used in the dictionary. | 8. Foreign words and phrases. |
| 4. Explanatory notes. | 9. Abbreviations used in writing and printing. |
| 5. Addenda (new words, etc.). | |

EXERCISE 380

Review Test Exercises 31 and 32. Your teacher may dictate several words that will test your familiarity with the alphabetical order in which words are arranged in a dictionary.

259. Information about words. From a good dictionary we may obtain, in the order designated, the following information about words:

1. *Spelling*. If two or more spellings exist, the one preferred is given first.

2. *Pronunciation*. If more than one pronunciation is recognized, the one preferred comes first.

3. *Grammatical information*. The part of speech to which a word belongs is indicated by an abbreviation. There will usually be given the principal parts and the present participle of verbs, the plural of nouns forming the plural irregularly, and the comparative and the superlative forms of most adjectives and adverbs. If a word is used as different parts of speech, this fact is indicated.

4. *Derivation and history*. This includes the word or words (usually foreign) from which the English word is derived. In an unabridged dictionary information as to the origin, composition, and history of words is much fuller than is possible in an abridged dictionary.

5. *Various meanings*. If a word has several definitions, these are given in the order in which they developed historically, and are preceded by the figures 1, 2, 3, 4, etc. The technical use of a word is designated by a word or an abbreviation placed before the definition, such as *Bot.* (Botany), *Med.* (Medicine), *Arch.* (Architecture), *Chem.* (Chemistry), *Law*.

6. *Standing*. If the standing of a word is not given, the word is assumed to be in good use. The standing of words not in good use or restricted in use is indicated by such words and abbrevia-

tions as *Slang*, *Obs.* (Obsolete), *Colloq.* (Colloquial), *Dial. Eng.* (Dialectic English), *U. S.* (Limited to use in the United States), *Cant.*

7. *Illustrations of use.* In unabridged dictionaries many of the uses of words are illustrated by quotations from various writers.

8. *Synonyms and antonyms.* If a word has synonyms, these, preceded by the abbreviation *Syn.*, follow the last definition. If it has antonyms, these, preceded by the abbreviation *Ant.*, are also given.

9. *Reference.* After the list of synonyms or following the last definition there is often a reference to a word or an illustration in another part of the dictionary. Such a reference is indicated by *See*, *Cf.*, or *q.v.*

10. *Combinations with other words.* Last of all, especially in an unabridged dictionary, there may be a list of established phrases in which the word under discussion is used. The adjective "good," for example, we shall find in several familiar phrases and compound words.

EXERCISE 381

Find in your dictionary the preferred spelling of each of the following words:

draught, draft ✓

honor, honour

judgement, judgment

moveable, movable ✓

offence, offense

practise, practice

preventable, preventible

traveller, traveler

EXERCISE 382

Accurate pronunciation of a word requires an understanding of the sounds of the vowels and the consonants composing the word. The sounds of vowels and consonants are indicated in the dictionary by signs or points called diacritical marks. Copy from the Guide to

Pronunciation in your dictionary two words to illustrate the sound of each of the following and practice pronouncing the words aloud :

ā	ǎ	ē	ẽ	ô	oi	ũ
á	ä	è	ī	ō	oo	û
â	à	ě	ï	õ	oo	û
ã	ä	ě	ō	õ	ou	ũ

EXERCISE 383

Copy the following words and indicate by the proper diacritical mark the sound of each vowel that is pronounced. Pronounce each word aloud several times as soon as you have marked the vowels.

relate	until ✓	about	multiply	remarkable
ordinary	desire	surface	surely	transparent
absolute	tomato	prepare	footstool	laboratory
obstinate	granite	unified	thousand	afternoon
pitiful	behold	often	primary	taskmaster

EXERCISE 384

With the aid of your dictionary indicate the correct pronunciation of the following words. If two pronunciations are given, notice which is preferable. Pronounce each word aloud, and check for further practice those words that you mispronounce.

acclimated	discourse	idea	mischievous
address	disreputable	illustrate	precedence
admirable	drought	illustrative	precedent
adult	entire	incomparable	pretense
almond	expert	inexplicable	recess
alternate	express	infamous	resource
applicable	exquisite	inquiry	rinse
combatant	finance	interesting	robust
comparable	forehead ✓	inventory	romance
condolence	formidable	irrelevant	salmon
deference	genuine	lamentable	sergeant
despicable	harass	larynx	sough
dessert ✓	hearth	literature	vagary
detail	horizon	lyceum	vehemently
detour	hospitable	medieval	zoölogy

EXERCISE 385

With the aid of your dictionary write the words in the first column of Exercise 384 correctly divided into syllables.

EXERCISE 386

Review Test Exercises 34 and 37. Find in your dictionary the meaning of each of the following abbreviations:

syn.	fem. ✓	p.p.	vb.n.	fr.	lit.	i.e.
cap.	compar.	pr.p.	indic.	inf.	fig.	com.
l.c.	superl.	p.a.	imp.	g.	deriv.	exc.

EXERCISE 387

Make a list of ten or more words pertaining to one of the following and find in your dictionary or in an unabridged dictionary the language or languages from which each word comes:

- | | | | |
|--------------|------------|---------------|-----------------|
| 1. Food. | 4. Plants. | 7. School. | 10. Physiology. |
| 2. Clothing. | 5. Travel. | 8. Athletics. | 11. Inventions. |
| 3. Animals. | 6. Family. | 9. Houses. | 12. Aviation. |

EXERCISE 388

Find in your dictionary the origin of each of the following words:

atlas	chortle ✓	hector	meander	sandwich
candidate	dahlia	journey	mercerialize	umbrella
cause	doff	macadam	nickname	Wednesday

EXERCISE 389

Tell the part of speech of each italicized word in the following sentences and give the number of the appropriate definition in your dictionary:

1. My mother *sent* a *check* to the florist.
2. Each *member* of our *club* has a *voice* in making the *program*.
3. Our debating *society* has *met* only *once* this year.
4. The *teams* *agreed* that the *decision* was *fair*.
5. His *good* health was *due* to the *active* life that he *led*.

EXERCISE 390

Find in your dictionary the name of the science, art, trade, or industry in which each of the following words is used :

apogee	deploy	hexagon	protoplasm	refraction
calyx	diatonic	pica	pylon	tendrill
chlorine	gules	plinth	quinsy	tercel

EXERCISE 391

Find in your dictionary the standing of each of the following words :

bulldoze	dude	hike	nohow	redd	whilom
cute	flunk	jiffy	pants	tote	yank
dago	guy	nab	rathe	vamose	yore

EXERCISE 392

Copy from your dictionary all synonyms of the following words :

allow	clear	gift	liberal	obtain	raise
beg	courage	give	nice	old	throw

EXERCISE 393

In an unabridged dictionary study all that you can find about each of the following words. Write a report of one paragraph on the word that you consider most interesting.

alderman	cereal	handkerchief	parasol	tantalize
bedlam	cynsure	knave	parson	tawdry
boycott	fiasco	maudlin	salary	umpire
candy	garlic	mermaid	silly	venison
cathedral	gerrymander	miniature	taboo	welcome

EXERCISE 394

Report on the following proper names and give the number of the page in your dictionary on which you find each :

The Alamo	Harlequin	Parnassus	Samson
Charlemagne	Iris	Port Said	Thor
Golden Gate	Nibelungs	Riviera	Zeppelin

EXERCISE 395

Find in your dictionary the meaning of each of the following foreign expressions and tell in what language it is written :

✓ à la mode	dolce far niente
✓ auf Wiedersehen	honi soit qui mal y pense
chacun à son goût	mens sana in corpore sano
comme il faut	poeta nascitur non fit
de mortuis nil nisi bonum	✓ quién sabe ?

EXERCISE 396

Find in your dictionary the meaning of the following abbreviations :

A.L.A.	C.O.D.	D.S.O.	govt.	myth.	} ques. R.S.V.P. vocab.
Ariz.	Conn.	Fahr.	M.A.	N.E.A.	
B.C.	dept.	F.R.S.	Mme.	Oct.	

260. Effective use of a dictionary. It is highly important that we make free and regular use of a dictionary in all our courses as well as in our everyday home life. To save time and insure better results, we should learn to consult it with directness, accuracy, and speed. The following suggestions may help us to improve our dictionary habits:

Directness. Decide on the specific information that you need: spelling, pronunciation, definition, standing, synonym, and so forth. If your dictionary has a thumb index, open it at the initial letter of the word for which you are looking; if it does not, try to open it near the word. Using the guide word at the top of each column, turn quickly to the right page and column and find your word. When you are looking for a particular word, do not browse.

Accuracy. If you are looking for the proper spelling or pronunciation of your word, focus your attention on that. If you desire the definition, be sure that you look for it under the right part of speech. Find the meaning that fits the sense in which the word is used or in which you desire to use it. If you

want a synonym, go directly to synonyms, if there are any, and see if you can find one that will properly express your meaning. It is usually advisable to read carefully through the various definitions or synonyms and then go over them a second time to select the right meaning or synonym, if one is available.

Speed. Develop speed in consulting your dictionary by opening it just as near as possible to the page on which your word may be found and by using the guide words at the top of each page. Focus your attention on the item of information that you desire, but do not sacrifice accuracy to speed.

EXERCISE 397

Review Test Exercise 33. How quickly can you find the ten words? Your teacher may dictate twenty words for a speed contest in class.

EXERCISE 398

See how quickly you can find in your dictionary each of the first twenty words in Exercise 369, and write on paper one synonym for each.

EXERCISE 399

See how quickly and accurately you can find the right definition of the seventeen italicized words in the five sentences in Exercise 389.

EXERCISE 400

You will compete with your classmates in a test of directness, accuracy, and speed in using the dictionary. Your teacher will dictate the words in class at the time of the competition.

EXERCISE 401

List in your vocabulary notebook (see section 257) all words studied in this chapter that you think would make useful additions to your stock of words.

CHAPTER XXIII

THE CORRECT USE OF WORDS

261. Diction. By diction we mean the choice of words for the expression of our thoughts. Good English demands correct diction. Close observation of the diction of cultured speakers and writers will enable us to improve our choice of words. Intelligent use of a modern unabridged dictionary will also aid us, for we may learn from it, as we have already found out, the exact meaning or meanings and the present standing of each word in our language. If we desire to speak and write well, we must choose words that are recognized as good English and use them correctly.

262. Good use. Correct diction includes those words and meanings of words that are in good use. A word is said to be in good use if it is approved by a majority of cultured speakers and reputable modern writers. To be in good use, therefore, a word must be *present*, *national*, and *reputable* in standing.

263. Violations of good use. With reference to correct usage, the words that we employ are of two classes: (1) standard words, or those that are in good use, and (2) words that violate one or more of the requirements of good use. An understanding of the following violations of good use will help us to choose our words more accurately:

1. *Colloquialisms.* Words and phrases that are permissible in familiar conversation but that we should avoid using in formal speech and writing are called colloquialisms; as, *all right*, *cute*, *auto*, *radio*, *dove* for *dived*, *near by* for *near*, *right away* for *immediately*, and "I am through" for "I have finished."

2. *Provincial and dialectal words.* Words and phrases that are used and understood by only a small group of persons living in a particular section of a country are called provincial or dialectal expressions; as, *mind* for *obey*, *tote* for *bear* or *carry*, *tonic* for a *bottled beverage*, and *lose a train* for *miss a train*.

3. *Slang.* Slang includes (1) words invented by the people, such as *flivver*, *gyp*, *pep*, *spoof*, *skidoo*, *flunk*, *fake*, *nifty*, *spiffy*; (2) contractions, such as *gym*, *lab*, *aud*, *exam*, *caf*, *soph*, *gent*; (3) new and unauthorized uses of standard words and phrases, such as *kid*, *sheik*, *stunt*, *grub*, *dope*, *dough*, *flop*, *bean*, *snap*, *dumb*, *gold-digger*, *all in*, *take on*, *put up with*, *on the side*; and (4) crudely humorous figurative expressions, such as *deliver the goods*, *hand him a lemon*, *butt in*, *bring home the bacon*. Slang should be sparingly used in even familiar conversation, and altogether avoided in polite conversation and in writing.

4. *Vulgarisms.* Words and expressions peculiar to the speech of uneducated people are called vulgarisms; as, *ain't*, *anyways*, *brainy*, *disremember*, *humans*, *pants*, *enthuse*, *bursted*, *might of*, *used to could*, *hadn't ought*. (See sections 66, 7; 75, 3.)

5. *Solecisms.* A combination of words that violates a rule of grammar or an established idiom is called a solecism; as, *these kind* and *those kind* for *this kind* and *that kind*, *can't hardly* for *can hardly*, *different than* for *different from*, *he* (*she* or *it*) *don't* for *he* (*she* or *it*) *doesn't*, *It's me* for *It's I*, *you was* for *you were*, *aren't I?* for *am I not?* (See sections 66, 1, 2, 3, 4; 73; 75, 1; 76; 82; 85.)

6. *Improprieties.* Improprieties include (1) words used with the meaning of other words with which they are confused, such as *can* for *may*, *learn* for *teach*, *raise* for *rear*, *mad* for *angry*, *except* for *accept*, *like* for *as*; and (2) words wrongly transferred from their legitimate use as one part of speech to that of another, such as *an invite* (verb) for *an invitation* (noun), *suspicion* (noun) for *suspect* (verb). (See section 66, 5, 6.)

EXERCISE 402

Bearing in mind that a word, in order to be in good use, must be present, national, and reputable in standing, tell in which of these respects each of the violations explained in section 263 is a violation.

264. Common errors in diction. The following list includes some of the more common violations of good use. In our attempt to improve our choice of words we shall find this list and an unabridged dictionary helpful.

Above is a preposition or an adverb. Do not use it as an adjective or a noun.

Aggravate means to *make worse* or *intensify*. Do not use it as a synonym of *annoy*, *irritate*, *provoke*, or *vex*.

Ain't. A vulgarism. Say *is not* or *isn't*, *has not*, *have not*, etc.

Allow means *permit*. Do not misuse it for *admit*, *say*, or *think*.

All the far, *all the farther*. Avoid these expressions. Say *as far as*.

Almost, *most*. Do not use *most* for *almost*. "I was *almost* (not *most*) ready when they came for me."

Alright. There is no such word. Use *all right*.

Angry, *mad*, *provoked*, *vexed*. Consult your dictionary for the accurate meaning of each.

Anybody's else. Say *anybody else's*.

Anyways is a vulgarism. Say *anyway*.

As, *that*, *whether*. Do not use *as* for *that* or *whether* to introduce a noun clause. "I cannot truthfully say *that* (not *as*) I agree with you." "I don't know *whether* (not *as*) I want to invite her."

Auto. Avoid this and similar abbreviations in formal writing.

Autoist, *automobilist*. These coined words are not yet approved by reputable speakers and writers.

Aviate. This is a coined verb not yet in good use.

Awful, *awfully*. Do not use *awful* for *very*, or *awfully* for *very* or *extremely*. Consult an unabridged dictionary.

Bad, *badly*. In the expression "He feels *bad*," *bad* is a predicate adjective, indicating the person's state of health, and is colloquially permissible. (The adjective *ill*, not *bad*, is preferable usage.) In

the sentence "I felt *badly* about disappointing him," the adverb *badly* is correctly used. (See section 75, 2.)

Balance, remainder, rest. Do not use *balance* for *remainder* or *rest*. Consult an unabridged dictionary.

Brainy. A vulgarism. Do not use it to mean *scholarly, intelligent, clever, or shrewd*.

Bunch should not be used to mean *crowd, group, company, party, or assembly*.

Can't seem and *couldn't seem* should not be used to mean *seems unable* or *seemed unable*. "Jack *seems unable* (not *can't seem*) to learn Spanish."

Caused by should not be used for the prepositions *because of* and *on account of*. "We were delayed *because of* (not *caused by*) an accident." *Caused* used in a verb phrase may be followed by a prepositional phrase introduced by *by*; as, "The delay was *caused by* an accident." (See *Due to*.)

Combine should not be used as a noun for *combination, trust, union, corporation*. "The company formed a *trust* (not *combine*)."

Complexed. This is a vulgarism. Say *complexioned*.

Cute is a colloquial word, an abbreviation of *acute*, meaning *clever* or *shrewd*. It does not mean *cunning, crafty, or ingenious*. Instead of *cute* use adjectives more definite in meaning, such as *amusing, attractive, alert, lively, vivacious, becoming, dainty*.

Data, errata, phenomena, and strata are all plural nouns and must be used with plural verbs.

Date is slang when used for *engagement* or *appointment*.

Deal. Avoid using *deal* as a cant or colloquial word meaning *trade, transaction, bargain, agreement, arrangement*.

Die with, sick with. Use *of* instead of *with*.

Diner, sleeper, smoker are used colloquially for *dining-car, sleeping-car, and smoking-car*, respectively.

Done is a solecism when used for *did*. "He *did* (not *done*) his work."

Dove is a colloquial past tense of *dive*. Say *dived*.

Dope (noun and verb) and *dopey* (adjective), as generally used, are slang. Consult an unabridged dictionary.

Doubt but that, but what. "I do not doubt *that* (not *but that* or *but what*) you are right."

Due to should not be used for *because of*, *on account of*, *owing to*. "We arrived late *because of* (not *due to*) an accident." *Due* may be used as a predicate adjective followed by a phrase introduced by *to*; as, "Our late arrival was *due to* an accident." (See *Caused by*.)

Elegant, fine, gorgeous, grand, splendid, adorable, lovely, awful, magnificent, exquisite, superb, horrible, terrible, wonderful, etc., require intelligent use in order not to dull their effectiveness.

Enthuse is a vulgarism. Say *show enthusiasm, manifest enthusiasm, be enthusiastic, become enthusiastic*.

Exam, gym, lab, prelims, frosh, soph, prof, caf, aud, and *ad* are all slang.

Fake and *faker* are used colloquially and as slang. Consult an unabridged dictionary.

Feature is colloquial when used as a verb to mean *make a feature of*, or *give prominence to*, a person or a thing.

Fewer, less. *Fewer* has reference to numbers; *less*, to quantities or amounts. "I have *fewer* marbles than John has." "There is *less* sugar in that bag than in this."

Fine should not be carelessly used for a more definite adjective.

Fix is a colloquialism when used as a verb to mean *repair* or *mend* and as a noun to mean *condition, plight, predicament*.

Flivver is a slang word used to designate a Ford automobile.

Flunk is a slang word used to mean *fail*.

Folks is a colloquialism for *family* or *relatives*.

From hence, from thence, from whence. Omit *from*.

Gent, gentleman friend, lady friend, boy friend are vulgarisms.

Get to is colloquial when used to mean *can, could*, or *find it possible*. "I *could not* (not *did not get to*) attend the concert."

Got is redundant when used with *have* to express possession. "I *have* (not *have got*) three sisters and one brother."

Gotten, as a past participle, is going out of use. Say *got*. "Have you *got* (not *gotten*) your tickets?"

Graft and *grafter* are often used colloquially and as slang. Consult an unabridged dictionary.

Guess, reckon, and suppose. Consult an unabridged dictionary. *Had of* and *hadn't of* are vulgarisms. Say *had, had not, or hadn't.* *Had ought, hadn't ought* are vulgarisms. Say *ought or ought not.* *Hanged, hung.* A person may be *hanged.* A thing is *hung.*

Heap of and *heaps of* are vulgarisms when used to mean a *large amount.* (See *Lot* and *lots.*)

Heathens. Use the collective form *heathen.*

Heighth. There is no such word. The word is *height.*

Hike, hiker, and hiking are colloquial words.

Human is an adjective, not a noun.

Invite, invitation. Do not use the verb *invite* for the noun *invitation.* "We have an *invitation* (not *invite*) to the reception."

Kind of and *sort of* are vulgarisms when used for *somewhat* or *rather.* "She is *somewhat* (not *kind of*) snobbish."

Leave, let. Do not use *leave* for *let.* "*Let* (not *leave*) the dog alone." "Mother would not *let* (not *leave*) us go."

Line is a grossly overworked word in such phrases as *along this* (or *that*) *line, in this* (or *that*) *line, in the line of.* Use a more definite and expressive word.

Listen and *say* are inelegant when used as imperatives to preface or introduce a remark. Omit them.

Loan, lend. *Lend* is a verb. *Loan* should be used as a noun only.

Locate is a colloquialism when used for *settle.*

Lot and *lots* are colloquialisms when used to mean a *great amount.* (See *Heap of* and *heaps of.*)

Many, much. *Many* means a *large number*; *much*, a *large quantity.*

Mean is a synonym of the adjectives *common, base, low.* It is a vulgarism when used for *vicious, unkind, brutal.*

Myself, yourself, himself, herself, and ourselves should not be used for the simple personal pronouns *I, me, you, him, her, we (us),* respectively. "Jane and *I* (not *myself*) are cousins."

Near by and *near-by* should not be used as adjectives to mean *adjacent, adjoining, contiguous, neighboring.*

Nerve, nervy. *Nerve* is slang when used to mean *boldness, impudence, daring, or disregard of others.* *Nervy* is slang when used to mean *cool, cheeky, bold, impudent, presumptuous, contemptible.*

Nice is colloquially used as an indefinite synonym of at least a score of adjectives. *Nice* means *discriminating*, *fastidious*, *exacting*, *subtle*, *sensitive*. Avoid using it to mean *good*, *agreeable*, *pleasant*, *entertaining*, etc.

No good should not be used to mean *worthless* or *not good*.

Nohow should not be used for *anyhow*, *anyway*.

No sooner should be followed by *than*, not *when*. "We had no sooner arrived *than* (not *when*) it began to rain."

Nowhere near should not be used for *not nearly*. "There was *not nearly* (not *nowhere near*) enough food for the crowd."

O, oh. *O* is used in direct address; as, "*O* mother, where are you?" *O* is also used in such exclamations as "*O* dear!" and "*O* my!" *Oh* is used to express emotion.

Out loud should not be used for *aloud*.

Peeve and *peeved* are slang. Say *provoke* and *provoked*, *annoy* and *annoyed*, *vex* and *vexed*, *exasperate* and *exasperated*.

'*Phone* is a colloquial abbreviation of *telephone*.

'*Photo* is a colloquial abbreviation of *photograph*.

Plenty should not be used to mean *plenty of*. "He has *plenty of* (not *plenty*) money to give his children educational advantages."

Proposition is a colloquialism when used to mean *matter*, *affair*, or *task*. "Raising money was a difficult *task* (not *proposition*)."

Proven, as a past participle, is going out of use. Say *proved*. "The accused man has been *proved* (not *proven*) innocent."

Providing should not be used for *if*, *provided that*, *on condition that*.

Put in is slang when used to mean *interrupt*.

Put in an appearance is a colloquialism. Say *appear*.

Put out is slang when used to mean *inconvenience*, *disappoint*, *discommode*, *incommode*, *disturb*, *vex*.

Put over is slang when used to mean *accomplish*, *deceive*, *take advantage of*.

Put up with is slang when used to mean *endure*, *tolerate*.

Quite means *entirely*, *wholly*, *altogether*. Do not use it to mean *very*. Avoid such colloquial expressions as *quite a few*, *quite a little*, *quite a lot*, *quite a while*, *quite a number*.

Raise, *rise*, *steal*, and *try* are verbs. Do not use them as nouns.

Rarely ever, seldom ever. *Ever* is superfluous.

Real is an adjective, not an adverb. See section 75, 1.

Right away and *right off* are colloquialisms for *immediately, at once*. "I will come home *at once* (not *right away*)."

Right smart of is a provincialism. "We have had a considerable amount of (not *a right smart of*) snow."

Run should not be used to mean *operate, manage, conduct, direct*. "My father *manages* (not *runs*) a large theater."

Same is an adjective, not a pronoun or an adverb. "We attend the *same* school." "He framed the picture and returned *it* (not *same*) to me." "He jumped across the stream, and I did *likewise* (not *the same*)."

Settle is colloquial when used to mean *pay*.

Shape is a colloquialism when used to mean *condition, situation, circumstances*. "He left his business in good *condition* (not *shape*)."

Show is a colloquialism when used to mean (1) *a theatrical performance, concert, opera*; (2) *chance, opportunity*.

Show up is a vulgarism for (1) *appear, come, arrive*; (2) *display*; (3) *expose, make a spectacle of*; (4) *appear to advantage*.

Sight and *sight of* are colloquialisms when used to mean *a great quantity of, a considerable amount of*. (See *Heap of* and *Lot*.)

Size up is slang for *estimate, judge*.

Smart is a colloquialism when used to mean *mentally alert, quick-witted, talented, clever*.

Snap is slang when used to mean *an easy task, bargain*.

So should not be used for *so that* or for *very*. "I hope the rain will stop *so that* (not *so*) we may attend the picnic." "Yesterday was *very* (not *so*) warm."

Some is slang when used to mean *a genuine, a real, an excellent person or thing*. "That was *an excellent* (not *some*) dinner."

Stand for is slang for *permit, allow, tolerate, countenance*.

Start in is a colloquialism when used to mean *begin, enter upon, undertake*. "Helen *began* (not *started in*) dieting yesterday."

Stop, stay. Though *stop* for *stay* is good usage in England, it is not so regarded in the United States.

Stunt is slang when used to mean *feat, trick, performance*.

Such should not be used for *very*. "Anne is a *very* pretty (not *such* a pretty) child."

Suicide is a noun, not a verb. Do not say, "He suicided," but "He committed suicide."

Sure is an adjective. It should not be used for the adverbs *surely* and *certainly*. "We *surely* (not *sure*) had a good time."

Suspicion is a noun, not a verb. "We *suspected* (not *suspicioned*) that he was an impostor."

Swell should not be used as an adjective to mean *excellent*, *stylish*, *fashionable*, *enjoyable*. "They spent the summer at a *fashionable* (not *swell*) resort."

Take is colloquial when used to mean study. "I am *studying* (not *taking*) French this year."

Take and is usually superfluous in a sentence, often crude; as, "Take and mix butter and sugar." Say, "Mix butter and sugar."

Take in is a colloquialism when used to mean *attend*, *go to*, or when used to mean *cheat*, *deceive*, *dupe*. "No one was *deceived* (not *taken in*) by his trickery."

Thing is much overworked. Try to find the exact word needed. "A watch is a *mechanism* (not *thing*) that measures time."

Through is a colloquialism when used to mean *have finished*. "I *have finished* (not *am through*) reading this book."

Too and *very* should not, as a rule, immediately precede a past participle. Such adverbs as *much*, *well*, *greatly*, and *seriously* should come between. "We were *very much* (not *very*) pleased at the success of our venture."

Try and. Usually *try* is followed by *to* and the infinitive. "Try *to* (not *and*) pay attention."

Turn up is slang when used to mean *arrive*, *appear*.

Two first, two last. Avoid such illogical expressions. Say *first two, last two*.

Ugly is colloquial when used to mean *vicious*, *uncivil*, *angry*.

Up. Avoid the needless addition of *up* to such verbs as *end*, *pay*, *rest*, *open*, *close*, *divide*, *finish*, *wash*, *polish*.

Up to you is slang for *for you to do* (*give*, *make*, *answer*, or *decide*), *incumbent upon you*. "That question is *for you to answer* (not *up to you*)."

Used to could is a vulgarism. Say *once could, could formerly, used to be able*. "I *once could* (not *used to could*) whistle."

Viewpoint. Point of view is preferable.

Wait on, wait for. *Wait on* means *serve*. *Wait for* means *await*.

Want to is a colloquialism for *should, ought to, had better, must*. "You *must* (not *want to*) be sure to see that play."

Way, away. Do not use the colloquial contraction *way* for *away*. "My uncle was born *away* (not *way*) out West."

Ways is plural. Do not use it for the singular *way*. "They live a long *way* (not *ways*) from us."

Win out, lose out. Omit *out*. "He will surely *win* (not *win out*)."

Wire should not be used as a verb to mean *telegraph* or as a noun to mean *telegram*. "She *telegraphed* (not *wired*) for money."

Worth while should not be used as an attributive adjective. "That was an *enjoyable* (not *worth while*) trip." It may stand in the predicate; as, "The trip was *worth while*."

Write up is slang for the verb *write* and the nouns *report* and *account*. "I read an *account* (not *write up*) of the game."

EXERCISE 403

In the following sentences point out each violation of good use and tell why it is a violation. Express the thought of each sentence in words that are in good use. Consult as often as necessary the list of errors in diction given in section 264. Use also your dictionary or an unabridged dictionary.

1. She wore a nifty costume to the blowout.
2. Don't you think our new caf is grand?
3. She is real smart, but her sister is kind of dumb.
4. Say, you said you'd loan me a five.
5. I can't seem to catch on to the game.
6. The boss got mad and acted ugly.
7. He is a cop and makes heaps of money on the side.
8. It's a pity the teacher can't learn him arithmetic.
9. Do you plan on going to the show?
10. I rarely ever take in anything in that line.
11. He looked badly as he leaned against a near-by tree.

12. His mother was sure peeved when he failed to show up.
13. One of our auto tires bursted, but we fixed it alright.
14. Our school has got a fine lab and a nice gym.
15. This is all the far I have studied for the exam.
16. Although he dove recklessly, he was not drowned.
17. I was sore when none of the bunch turned up.
18. They tried to form a combine, but they couldn't put it over.
19. Irene is a cute, dark-complected girl.
20. The balance of the holiday they put in at the beach.
21. He acted like he was all in and life was no good.
22. Your viewpoint is entirely different than mine.
23. None of the folks enthused over my flivver.
24. He is a brainy man and has made a sight of money.
25. Quite a few people had to put up with hardships.
26. She was the nerviest human I remember of ever meeting.
27. The boy in back of me aggravates me by reading out loud.
28. These kind of apples are usually sour, anyways.
29. The two first pictures were a scream.
30. She allowed that finding him would be a hard proposition.
31. I don't know as we ought to blame the accident on him.
32. Due to a misunderstanding, the deal fell through.
33. Helen and myself may go, providing it don't rain.
34. Where he had gotten the money was never proven.
35. Directly the doctor got the call, he set out.
36. When he got there, he found the man in real bad shape.
37. Listen, take civics, for it sure is a snap course.
38. I got a rise out of the boss when I asked him for a raise.
39. That was a swell party the frosh pulled off last week.
40. No worth-while things ever happen in our little burg.
41. Those were some stunts that aviator did at the fair.
42. We concluded that we would not wait on them any longer.
43. The reason Bob lost out was because he hadn't had a show to get an education.

EXERCISE 404

In your notebook list the errors in diction given in section 264 that you recognize as mistakes that you make. Concentrate on overcoming these errors.

EXERCISE 405

Add to the list that you made in Exercise 404 all slang expressions and other violations of good use that you employ in your speech and writing. Opposite each violation write the correct word or expression.

EXERCISE 406

Define or explain the meaning of the words and expressions given under *Slang* in section 263. Do you find it difficult to define or explain the meaning of such words and expressions? Give as many good reasons as you can why a person who depends largely upon slang cannot speak and write effectively.

EXERCISE 407

In each of the following sentences tell which of the words in parentheses should be used. Find in your dictionary the meaning of any that you do not fully understand. Use each discarded word correctly in a sentence of your own.

1. Thomas Edison (discovered, invented) the phonograph.
2. My grandfather gave us good (council, counsel).
3. The long strike (affected, effected) the price of coal.
4. I (like, love) ginger ice cream.
5. When we were (most, almost) home, we punctured a tire.
6. Miss Forbes has a (nice, pleasing) voice.
7. My father and mother were (raised, reared) in the country.
8. I (claim, maintain) that the umpire's decision was fair.
9. The doctor arrived (around, about) ten o'clock.
10. New England has a (healthy, healthful) climate.
11. They (propose, purpose) to remain abroad three months.
12. I regret that I cannot (accept, except) your invitation.
13. Thomas Jefferson was a (notorious, noted) statesman.
14. All his (relatives, relations) are (funny, queer) people.
15. It is the (habit, custom) in our home to retire early.
16. Have you (started, begun) your next composition?
17. The sculptor made a (statue, stature) of Lindbergh.
18. No one (suspicioned, suspected) that he was a detective.
19. The Gordons have built a new (home, house) on Vine Street.

20. Do you (reckon, suppose) that this is an interesting book?
 21. We shall return early (unless, except) we have an accident.
 22. I cannot (remember, recollect) who told me that story.
 23. After the accident he spent the (balance, remainder) of his vacation in the hospital.
 24. Such an experience should (teach, learn) him to be more cautious.
 25. I have never met any other (individual, person) who (annoys, aggravates) me so much as Aunt Clara does.

EXERCISE 408

With the aid of your dictionary learn the differences in meaning and use of the following words. Use each word correctly in an original sentence.

angry, mad
 beside, besides
 can, may
 character, reputation
 common, mutual
 compare, contrast
 conclude, decide
 couple, two
 credible, creditable
 demean, degrade
 depot, station
 eminent, prominent
 expect, suspect
 fewer, less
 fix, mend, repair
 good, well
 horrible, unpleasant
 human, humane
 hygienic, sanitary
 immigrant, emigrant

lay, lie
 leave, let
 lend, loan, borrow
 liable, likely, apt
 lose, loose
 many, much
 mean, vicious, brutal
 oral, verbal
 part, piece, portion
 practical, practicable
 principal, principle
 pupil, student, scholar
 real, quite, very
 respectfully, respectively
 rise, raise
 set, sit
 transpire, happen, occur
 varied, various, several
 vocation, avocation
 without, unless

EXERCISE 409

Enter in your vocabulary notebook (see section 257) all words studied in this chapter that you think would make useful additions to your vocabulary.

CHAPTER XXIV

THE EFFECTIVE USE OF WORDS

265. Effective diction. In addition to choosing words of approved standing, we should do our best to select out of the thousands of words in good use those that will most successfully convey our meaning and produce the effect that we desire. We should employ words that are not only correct but also accurate, clear, and forceful. Effective diction includes, therefore, (1) exact diction, (2) appropriate diction, and (3) expressive diction. To be able to find words that are exact, appropriate, and expressive we must acquire a good vocabulary and an accurate understanding of the shades of meaning expressed by synonyms.

266. Exact diction. Exactness of expression requires that we use specific words that say precisely what we mean. Let us compare the following sentences: "Recently a building was destroyed"; "Last Sunday night my father's warehouse down by the river was struck by lightning and burned to the ground." The first sentence states a fact vaguely, whereas the second tells exactly, concretely, and vividly what happened. The first sentence is expressed in general terms; the second, in specific words.

EXERCISE 410

For each of the general words in the following list give as many specific words as you can:

fruit	tool	proud	old	ask	speak
animal	storm	afraid	kind	see	break
garment	fame	glad	polite	get	walk
robber	color	quiet	sullen	cut	work
crowd	sport	idle	skillful	eat	throw

EXERCISE 411

In the following sentences substitute specific words for general terms and note the gain in exactness, concreteness, and vividness:

1. Several persons were recently injured in an accident.
2. Last summer we spent an enjoyable vacation.
3. She took very little interest in school activities.
4. Some people have lately returned from a long journey.
5. I once saw a bird do something interesting.
6. There were some stuffed animals in the room.
7. The structure provided little protection from the storm.
8. Someone making a noise near the house woke me.
9. Her garden contained many beautiful flowers.
10. She expressed her displeasure in no uncertain terms.

EXERCISE 412

In Exercise 175 study closely the words used in specimen paragraphs 1, 6, 13, and 14. Point out all specific words and expressions in each paragraph.

EXERCISE 413

Define as clearly as you can several slang words that you and your associates use. Translate sentences containing slang words into more exact good English. Why do reputable speakers and writers avoid the use of slang?

267. Appropriate diction. To use words appropriately, we should have due regard for our subject, our audience or readers, and the occasion. The three groups of words in our active vocabulary (see section 254) show that we more or less instinctively make this adaptation of our diction. In familiar conversation with relatives and friends, and in intimate friendly letters, we use many colloquial expressions. Even slang, in moderation, is permissible. In public speeches and in formal writing, we should usually employ only standard words. When we write for young children and persons unfamiliar with our subject, we should use simpler diction than when we discuss the

same subject for those who are older and better informed. In general, simple language, if it is exact, is best, though in dealing with a technical subject, as in nature study, manual training, domestic science, or physiology, we shall find it necessary to use certain technical words belonging to that particular subject.

EXERCISE 414

Comment on the appropriateness of words used in the specimen letters in sections 184, 185, 186, 187, 189, and 190.

EXERCISE 415

In a letter to a classmate or an older person who understands your subject, give an account of something that you have done. In a letter to a young child or a person who knows nothing about your subject, write a similar account. See that your choice of words in each letter is appropriate.

EXERCISE 416

From your textbook in general science, nature study, physiology, geography, civics, or mathematics, select several words that are appropriate to that subject alone.

EXERCISE 417

Make a list of technical words that would probably be used in a talk or an article on the following:

golf	carpentry	dressmaking	dairying	photography
radio	printing	rug-weaving	plumbing	motion pictures

EXERCISE 418

Comment on the appropriateness of diction used by the writers of specimen paragraphs 7, 14, 16, and 19 in Exercise 175.

268. Expressive diction. In satisfying the requirements of exact diction we are concerned chiefly with the literal dictionary definition of words, which we call their *denotation*. Many words

have acquired through long use an additional implied, or associated, meaning that enables them to suggest to our minds much more than they specifically express. This suggestive power we call their *connotation*. For example, the words *steed*, *charger*, and *palfrey* all *denote*, or mean, *horse*; but each word *connotes*, or suggests, a different kind of horse. Our enjoyment of literature, especially poetry, is due very largely to the mental pictures and the emotional responses produced in us by suggestive words that the writers used. Expressive speech and writing are the result of skill in the selection and use of vivid, picture-making words, which stimulate the memory, the imagination, and the emotions of hearers and readers.

EXERCISE 419

In each group of words given below, the first word is primarily literal, or denotative, in meaning. The words that follow are both denotative and connotative; tell as accurately as you can what each of these words *suggests* and use it correctly in a sentence.

1. Building: house, residence, bungalow, shack, home.
2. Robber: bandit, brigand, pirate, buccaneer, forager.
3. Hole: pit, cavity, rent, puncture, chasm, cavern, breach, burrow, excavation.
4. Journey: voyage, expedition, excursion, pilgrimage.
5. Smell: scent, savor, fragrance, aroma, stench, tang.
6. Glad: jolly, jovial, sportive, blithe.
7. Polite: affable, courteous, courtly, obliging, gracious.
8. Run: scamper, trip, sprint, gallop, scud, trot.
9. Shine: glisten, flash, twinkle, glow, sparkle.
10. Cut: slice, chop, hack, shave, mow, cleave, prune, carve, dissect, amputate.

EXERCISE 420

Make a close study of the words in specimen paragraphs 4, 5, 8, 11, and 15 in Exercise 175. Point out in each those words that seem to you particularly expressive and vivid.

269. Violations of effectiveness. If we desire to make our diction exact, appropriate, and expressive, we should do our best to avoid the following violations of effectiveness:

1. *Unnecessary words.* In speaking and in writing we should be as concise as accuracy and clearness will permit. One exact, expressive word is far more effective than several general words. (See sections 160, 266.)

2. *Overworked words.* Many of us overwork, and often use inaccurately, such words as *thing, get, ask, say, very, fine, wonderful, good, bad, surely, and absolutely*. If we continue in this habit, we cannot hope to improve our diction.

3. *Trite expressions.* During our school days we should learn to think our own thoughts and choose our own words to express them. When we lazily accept such ready-made phrases as *along that line, none the worse for wear, tired but happy, the irony of fate, pretty as a picture, and fell with a dull, sickening thud*, our sentences are ineffective, for they lack freshness and individuality of diction.

4. *Exaggeration.* When we carelessly use superlatives or abuse such expressive words as *grand, wonderful, elegant, gorgeous, superb, awful, horrible, ghastly, stupendous, terribly, powerfully, splendidly, magnificently, and sublime*, we lessen rather than increase the effectiveness of what we say. Such extravagant statements as "I am starved to death," "Anne has the most perfectly gorgeous dress in the world," and "That music drives me insane every time I hear it" are needless exaggerations. To everyone except persons who use them, they seem inaccurate, commonplace, and weak.

5. *Excessive use of slang.* As we have already observed, slang is almost always inexact and inappropriate. If we depend too much on slang in our conversation, we shall have difficulty in finding effective words when we need them, for ability to use the right word must be developed by daily practice.

6. *Careless pronunciation.* In speaking, we should remember that the effectiveness of words, though they may be well chosen, depends also on correct pronunciation and distinct enunciation.

EXERCISE 421

Review Exercise 162. Note the gain in effectiveness that results from economy in the use of words.

EXERCISE 422

In your notebook list the words that you overwork most, such as *very, wonderful, fine, nice, surely*, and opposite each write as many synonyms as you can find. Practice using these daily until you have substituted them for the overworked words.

EXERCISE 423

Tell how effectiveness is violated in the following sentences and improve the expression of the thought :

1. By the time the sun got up we had already got to the lake and had got our hooks baited.
2. I was simply deluged by the shower this morning.
3. If I had as much dough as that old bird, I'd have a heart.
4. The room was quiet, and not a sound was heard except the breathing of the sleeping man.
5. The heroine's long golden tresses fell in rich profusion on her shapely white shoulders.
6. Suddenly his slumber was rudely interrupted as the bell of the front door pealed forth lustily.
7. My dear, when I saw that examination, I fell dead in my tracks.
8. When night came, we came home very tired, and we were very glad to get home again, but we had had a wonderful day.
9. In the east the full moon was rising in all its splendor and glory.
10. The river was quiet, its surface as smooth as a mirror, reflecting the silvery rays of the orb of heaven.

EXERCISE 424

In your notebook list twenty or more slang words and expressions that you use excessively. Opposite each express in reputable English the meaning that it is intended to convey.

EXERCISE 425

Study for exactness, appropriateness, and expressiveness of diction the following student compositions printed in this book. In which do you think the choice of words is most effective? Why?

1. "My Mother" (pp. 358-359).
2. "My Younger Sister" (pp. 390-392).
3. "Don't Be a 'Thumb-Wagger'" (pp. 370-371).
4. "Dickie" (pp. 392-393).

EXERCISE 426

Practice pronunciation and enunciation by reviewing Test Exercises 26 and 27. Review also Exercises 241, 242, and 243.

CHAPTER XXV

WORD-BUILDING AND SPELLING

270. Classes of words and their elements. Words are of three classes: (1) simple, (2) derivative, and (3) compound.

1. *Simple words.* All words of one syllable, and those of more than one syllable not containing a prefix, a suffix, or an inflectional ending, are called simple words; as, *faith, kind, earth, teach, know, health, change, vary.*

2. *Derivative words.* Words of two or more syllables formed by adding a prefix, a suffix, or an inflectional ending to a simple word or to a root, are called derivative words; as, *faithful, unfaithful, unfaithfulness; kindness, unkindness, kindly, kindness; knowing, knowledge, acknowledge, acknowledgment; changing, changeable, unchangeable; varying, variable, invariably.*

3. *Compound words.* Words formed by joining two or more words are called compound words; as, *earthquake, kind-hearted, health-giving.*

An understanding of the composition of derivative and compound words will help us to spell them and to define them.

271. Common prefixes. A prefix consists of one or more letters or syllables placed before a root or a simple word to form a word or to make a new word; as, *conduct, foretell, interstate.*

The following list contains some of the most common prefixes:

a, ab (from, away)
ad (to)
ante (before)
anti (against, opposite)

bi, bis (two, twice)
circum (around, about)
com, con, col, cor, co (together, with)
contra (against, opposite)

de (down, down from, away)
dis, dif, di (apart, away, not)
e, ex, ef (out of, out, from, off, beyond)
fore (in front, beforehand)
in, en (into, in, within; on)
in, un (not)
inter (between, among)
non (not, without)
ob, oc, of, op (toward, against, in the way of)
over (over, beyond, in excess)

per (through, thoroughly, very)
post (after)
pre (before)
pro (forward, before, instead of)
re (back, again)
se, sed (apart)
sub (under, beneath)
super (above, over)
trans (across, beyond)
un, uni (one)
under (under, insufficiently, insufficient)

EXERCISE 427

Each pupil of the class will be assigned five of the prefixes in section 271 to be looked up in the dictionary. Give a report to the class on their use in the derivative words listed as illustrations.

272. Common suffixes. A suffix consists of one or more letters or syllables placed after a root or a word to form a word, make a new word, or modify the meaning of a word; as, *sailor, artist, musician, peaceable, courageous, helpful, singing*.

The following list includes some of the most common suffixes:

able, ible (capable of being)
ace, acy, ance, ancy (condition, state of being)
age (condition, state)
al, eal, ial (pertaining to)
an, ean, ian (pertaining to, one who)
ance, ence, ancy, ency (act of, state of)
ant, ent (relation, quality, one who)
ary (pertaining to, one who, place where)
ate (state, condition, one who, place where)
dom (dominion, state)

ee (one who receives an act or grant)
eer, ier (one who does)
ful (full of, abounding in, characterized by)
fy, fic, ify (to make, causing)
ic (made of, resembling, of the nature of)
ion, sion, tion (state of being, action, result of action)
ise, ize (to make, conform to, act in the way of)
ist, ite (one who does, or makes a practice of)

<i>ity, ty</i> (state, quality)	<i>ose, ous</i> (full of, abounding in)
<i>ive</i> (pertaining to)	<i>ship</i> (state, quality, or character of)
<i>less</i> (without, destitute of)	<i>some</i> (full of, like, same)
<i>ment</i> (state of being)	<i>tor, sor</i> (one who, or that which, does)
<i>ness</i> (state, condition, or quality of being)	<i>tude, ty</i> (state, condition of being)
<i>or, er</i> (one who has to do with)	<i>ure</i> (act of, condition, state)
<i>ory, ery</i> (place where, pertaining to)	<i>ward</i> (direction to)

EXERCISE 428

Each pupil in the class will be assigned five of the suffixes in section 272 to be looked up in the dictionary. Give a report to the class on their use in the derivative words listed as illustrations.

EXERCISE 429

Using the words in the following list and the prefixes and suffixes given in sections 271 and 272, form at least two derivative words from each:

act doubt fear gentle law marry operate pardon please real
 busy fail friend hope live move origin place press skill

273. Common roots. In the list given below are several of the roots or stems derived from Latin or Greek most commonly used in the formation of English words:

<i>ag, ac, act</i> (do, drive, lead)	<i>pat(i), pass</i> (bear, suffer)
<i>aud(i), audit</i> (hear)	<i>phon</i> (voice, sound)
<i>auto</i> (self)	<i>pon, pos</i> (place, put)
<i>cap, capt, cept, ceive</i> (take, hold)	<i>port</i> (bear, carry)
<i>ced, ceed, ces</i> (give way, yield)	<i>rup, rupt</i> (break)
<i>dic, dict</i> (say, speak)	<i>scrib, script</i> (write)
<i>duc, duct</i> (lead)	<i>spec, spic</i> (look)
<i>fac, fec, fic, fact</i> (make, do)	<i>sta</i> (stand)
<i>fer</i> (bear, carry)	<i>tele</i> (at a distance, far)
<i>grad, gress</i> (step)	<i>trac</i> (draw, pull)
<i>graph, gram</i> (write)	<i>ven, vent</i> (come)
<i>mit, miss</i> (send)	<i>vid, vi, vis</i> (see)

EXERCISE 430

Study closely each of the following words. If it is a derivative word, indicate the root, and then give the prefix or the suffix, or the prefix and the suffix. If it is a compound word, point out the two roots. When you have analyzed the word, state its literal meaning.

EXAMPLE: *Subscriber*. This word is made up of the root *scrib*, meaning *write*, the prefix *sub*, meaning *beneath*, and the suffix *er*, meaning *one who*. A *subscriber* is *one who writes* (his name) *beneath*.

audible	eruption	portable	adventure	conference
agent	provide	postscript	phonograph	telegraph
convene	factory	spectator	conductor	audience
tractor	educate	obstacle	dictionary	proposition
autograph	proceed	vision	convention	preposition
degrade	captive	fiction	deception	subscription
transfer	telephone	compose	actor	station
postpone	transmit	composition	progress	respectable
patient	captivity	missionary	compassion	invisible

EXERCISE 431

Using the roots in section 273, build with the aid of the prefixes and suffixes in sections 271 and 272 as many derivative words as you can. Observe the composition of each word and state its literal meaning.

274. Rules for spelling. Mastery of the following rules, supplemented by the use of a dictionary, will help us to spell accurately.

Rule 1. Words of one syllable ending in a single consonant preceded by a single vowel double the final consonant before a suffix beginning with a vowel.

beg begged begging beggar rob robbed robbing robber

Rule 2. Words of more than one syllable, accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

occur	occurred	occurring	occurrence
propel	propelled	propelling	propeller

Rule 3. Words ending in silent *e* drop the *e* before a suffix beginning with a vowel.

recite	reciting	recitation	create	creating	creator
--------	----------	------------	--------	----------	---------

NOTE 1. Words ending in silent *e* following *c* or *g* retain the *e* before a suffix beginning with *a* or *o*, in order to preserve the soft sound of *c* and *g*.

peace	peaceable	courage	courageous
change	changeable	outrage	outrageous

NOTE 2. Words ending in *ie* drop the *e* and change the *i* to *y* before a suffix beginning with *i*.

die	dying	lie	lying	tie	tying	vie	vying
-----	-------	-----	-------	-----	-------	-----	-------

NOTE 3. A few words retain the final *e* before the suffix *ing*.

dye	hoe	toe	singe	tinge	shoe
dyeing	hoeing	toeing	singeing	tingeing	shoeing

Rule 4. Words ending in silent *e* usually retain the *e* before a suffix beginning with a consonant.

nine	ninety	care	careful	safe	safety	arrange	arrangement
------	--------	------	---------	------	--------	---------	-------------

EXCEPTIONS: *awful, duly, truly, argument, judgment, acknowledgment.*

Rule 5. In words containing *ei* or *ie* put *i* before *e* when the combination is pronounced *ee*, except after *c*.

chief	niece	grief	believe	receive	receipt	conceit	perceive
brief	piece	yield	reprieve	deceive	deceit	ceiling	conceive

EXCEPTIONS: *either, neither, leisure, species, weird, seize, plebeian.*

NOTE. When the combination of the two vowels has the sound of long *a*, long *i*, or short *e* or *i*, *i* generally follows *e*.

weight	sleigh	inveigh	veil	sleight	foreign
eight	freight	neighbor	height	heifer	counterfeit

EXCEPTIONS: *friend, ancient, sieve.*

Rule 6. Words ending in *y* preceded by a consonant usually change *y* to *i* before a suffix.

easy	carry	busy	beauty	merry	harmony
easily	carrier	business	beautiful	merriment	harmonious

NOTE. Final *y* is retained before the suffix *ing*.

hurry hurrying reply replying deny denying worry worrying

Rule 7. The final letter of a word or a prefix is generally retained before the same letter in the suffix or root.

final	spell	satisfied	necessary
finally	misspell	dissatisfied	unnecessary

Rule 8. A word ending in *ll* generally drops one *l* when used as a prefix or suffix.

fulfill fearful skillful spoonful already always almost altogether

EXERCISE 432

Learn from your dictionary any additional rules for spelling.

275. Forming correct spelling habits. The following directions will help us to form correct spelling habits:

1. Pronounce words with correct enunciation and accentuation.
2. Learn the proper syllabic division of words.
3. Observe closely the form of each word. Concentrate on the whole word, its syllables, and the order of letters in it.
4. Detect the peculiarity in the form of a word that presents the spelling difficulty and concentrate on mastering it; as, *separate, parallel, receive, relieve, government, laboratory*.
5. Fix the forms of words by saying them aloud as you write them and by looking at them closely in script and in print.
6. In spelling derivative words think of the root, or simplest form of the word, and the prefix or suffix, or prefix and suffix.
7. In spelling words that are similar in appearance or in sound think of what each word means; as, *accept, except; knew, new; their, there; to, too, two; principal, principle*.
8. Use the rules for spelling in solving spelling problems.
9. When you are uncertain as to the correct spelling of a word, consult your dictionary.
10. In a notebook keep a list of the words that you misspell. Write difficult words several times and spell them aloud. Review your list at frequent intervals.

EXERCISE 433

Study again the rules given in section 23 for spelling the plural of nouns, and be prepared to write the plural of several nouns that your teacher will dictate to you in class.

EXERCISE 434

Study again the rules given in sections 26, 35, 42, and 44 for spelling the possessive case of nouns and pronouns, and be prepared to write the possessive case of nouns and pronouns that your teacher will dictate to you in class.

EXERCISE 435

Write the present participle and the past participle or past tense of the verbs given below. Notice the number of syllables in each word, the final letters, and the position of the accent, and then apply the proper rule for spelling.

hop	swim	pacify	slope	step	plot
hope	prefer	study	decline	start	secure
permit	play	delay	conceal	detain	wonder
benefit	oppose	conquer	cancel	recur	transfer
invite	profit	review	level	limit	control

EXERCISE 436

Review Test Exercise 28.

EXERCISE 437

In each of the twenty-five groups of words given below you will probably find several words that you have not yet mastered. Study each group systematically, and enter in your notebook those words that you find difficulty in spelling. If possible, analyze such words and apply the appropriate rule for spelling. When you come upon a word not in your active vocabulary, enter it in your vocabulary notebook and make it your own. At frequent intervals your teacher may dictate one of the groups of words as a spelling lesson. She may also require you to use certain words correctly in sentences.

FIVE HUNDRED WORDS OFTEN MISSPELLED

Group 1

once	again	narrative	familiar	physical
because	absence	village	address	almost
all right	certain	yield	grammar	ache
already	finally	similar	fiery	calendar

Group 2

busy	coupon	cough	sympathy	visible
business	conscience	prompt	subscribe	until
always	condemn	precious	you're	agreeable
canal	every	tongue	whose	won't

Group 3

tyranny	ancient	chief	grateful	influence
wiry	analyze	excel	fifth	heard
which	bearing	author	interest	acquaintance
length	asylum	eligible	guidance	extravagant

Group 4

anecdote	pastime	souvenir	across	financial
February	original	adviser	speech	aëroplane
instead	peaceable	Grecian	wrist	courtesy
image	paralyze	since	villain	endeavor

Group 5

weird	vegetable	extremely	can't	accumulate
athletic	history	achieved	label	changeable
lightning	bargain	wrong	very	antecedent
replies	whether	been	literature	beginning

Group 6

built	quizzes	hygienic	captain	judgment
raise	forty	appreciate	among	unnecessary
wholly	fourth	column	half	reservoir
women	fortieth	anchored	catalogue	accompanied

Group 7

said	receipt	harass	coming	fascinate
cashier	cheap	rough	clothes	governor
choose	breathe	abscess	visitor	accommodate
buying	autumn	wretched	sandwich	accidentally

Group 8

safety	despise	usable	ascend	adequately
arctic	cemetery	just	carrying	committee
allies	holloed	bicycle	permitted	controlled
whole	really	color	crescent	convenience

Group 9

enough	height	facility	around	fulfilled
having	gaudy	positive	desirable	glycerine
duly	ceiling	conceit	audience	mischievous
forfeit	eminent	destroy	generally	Wednesday

Group 10

heroes	license	garage	wield	aggravate
college	humorous	lovable	apiece	industrious
divide	conferred	answer	employee	hindrance
enemy	doesn't	gossiped	laboratory	interfered

Group 11

many	easily	measles	writing	development
niece	dealt	mention	written	guaranteed
dessert	conscious	through	wrote	courteous
expense	fitting	write	foreigner	immediately

Group 12

much	mortgage	neighbor	itself	explanation
making	mosquitoes	misspelled	illegible	comparative
they	imaginary	lonely	chocolate	government
murmur	citizen	losing	lieutenant	candidate

Group 13

disagree	equipped	referred	breadth	recognize
occurred	deceive	becoming	assistance	professor

patient	anxiety	often	miniature	barbarous
minute	persuade	ninth	participle	remembrance

Group 14

o'clock	occurring	counterfeit	dismissal	perspiration
dissolve	apology	profiting	physiology	exaggerate
revenue	noticeable	early	ninety	miscellaneous
eighth	carefully	begging	recommend	correspondence

Group 15

perhaps	muscle	prejudice	anxious	vocabulary
descend	guardian	nuisance	using	occurrence
odor	discreet	coolly	paid	experience
nickel	prominent	don't	preference	colonel

Group 16

scissors	decision	embarrass	any	procedure
omitted	putting	difference	break	possession
secede	argument	clause	recollect	responsible
opposite	prisoner	defied	resistance	pronunciation

Group 17

does	despair	invisible	attached	gymnasium
hoarse	ecstasy	owing	prairie	appointment
sense	pleasant	crystal	seize	tonight
debater	righteous	forehead	secretary	attendance

Group 18

separate	ready	deference	reality	marriage
parade	skillful	auxiliary	withhold	appreciate
leisure	several	daily	animal	efficient
politics	precede	quiet	necessary	preferable

Group 19

repetition	believing	sensible	says	coöperate
possible	relief	desperate	seems	necessity
drowned	singeing	definite	organize	appearance
sentence	parallel	apron	existence	independence

Group 20

shoes	thorough	negative	easy	sophomore
straight	proceed	civilized	can't	reference
manual	trouble	design	Tuesday	sovereign
deferred	scarcely	very	reënforce	liniment

Group 21

shrewd	omission	delegate	gauge	loveliness
science	pennant	studying	knew	practical
friend	grievous	usually	field	dissatisfied
hideous	schedule	piece	probably	extraordinary

Group 22

depth	disappoint	operation	curiosity	traitorous
earnest	strictly	pneumonia	persistent	hurriedly
exceed	perform	laid	assistance	irresistible
listening	arising	quite	dictionary	manageable

Group 23

curtain	strategy	librarian	guess	restaurant
solemn	entrance	benefited	lying	discipline
speak	epidemic	sure	siege	glistening
obstacle	occasion	meant	privilege	intelligence

Group 24

synopsis	scheme	believing	oblige	descendant
specimen	likely	synonym	truly	assignment
anxiety	society	two	thieves	irregular
cylinder	explained	sieve	preparation	disappearance

Group 25

surely	remedy	welfare	sugar	supersede
describe	ninetieth	surprise	though	individual
syllable	nineteenth	tries	toward	transferred
tragedy	tendency	pursuit	plenteous	superintendent

APPENDIX

A. MODEL CONJUGATIONS

Conjugation of the Verbs *Be* and *Have*

PRINCIPAL PARTS: *be, was, been; have, had, had*

INDICATIVE MOOD

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
I am	We are	I have	We have
You are	You are	You have	You have
(Thou art)		(Thou hast)	
He is	They are	He has	They have

PAST TENSE

I was	We were	I had	We had
You were	You were	You had	You had
(Thou wast)		(Thou hadst)	
He was	They were	He had	They had

FUTURE TENSE

I shall be	We shall be	I shall have	We shall have
You will be	You will be	You will have	You will have
(Thou wilt be)		(Thou wilt have)	
He will be	They will be	He will have	They will have

PRESENT PERFECT TENSE

I have been	We have been	I have had	We have had
You have been	You have been	You have had	You have had
(Thou hast been)		(Thou hast had)	
He has been	They have been	He has had	They have had

PAST PERFECT TENSE

I had been	We had been	I had had	We had had
You had been	You had been	You had had	You had had
(Thou hadst been)		(Thou hadst had)	
He had been	They had been	He had had	They had had

FUTURE PERFECT TENSE

Singular

I shall have been
 You will have been (Thou wilt have been)
 He will have been

Plural

We shall have been
 You will have been
 They will have been

I shall have had
 You will have had (Thou wilt have had)
 He will have had

We shall have had
 You will have had
 They will have had

SUBJUNCTIVE MOOD

PRESENT TENSE

*Singular**Plural**Singular**Plural*

If I be	If we be	If I have	If we have
If you (thou) be	If you be	If you (thou) have	If you have
If he be	If they be	If he have	If they have

PAST TENSE

If I were	If we were	If I had	If we had
If you were	If you were	If you had	If you had
(If thou wert)		(If thou hadst)	
If he were	If they were	If he had	If they had

PRESENT PERFECT TENSE

If I have been	If we have been	If I have had	If we have had
If you have been	If you have been	If you have had	If you have had
(If thou have been)		(If thou have had)	
If he have been	If they have been	If he have had	If they have had

PAST PERFECT TENSE

If I had been	If we had been	If I had had	If we had had
If you had been	If you had been	If you had had	If you had had
(If thou hadst been)		(If thou hadst had)	
If he had been	If they had been	If he had had	If they had had

IMPERATIVE MOOD

be (thou, you, *or* ye)have (thou, you, *or* ye)

INFINITIVES

PARTICIPLES

PRESENT: to be	to have	PRESENT: being	having
PERFECT: to have been	to have had	PAST: been	had
		PERFECT: having been	having had

Conjugation of the Verb *See*

PRINCIPAL PARTS: *see, saw, seen*

ACTIVE VOICE: INDICATIVE MOOD

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>
I see	We see
You see (Thou seest)	You see
He sees	They see

PAST TENSE

<i>Singular</i>	<i>Plural</i>
I saw	We saw
You saw (Thou sawest)	You saw
He saw	They saw

FUTURE TENSE

I shall see	We shall see
You will see	You will see
(Thou wilt see)	
He will see	They will see

PRESENT PERFECT TENSE

I have seen	We have seen
You have seen	You have seen
(Thou hast seen)	
He has seen	They have seen

PAST PERFECT TENSE

I had seen	We had seen
You had seen	You had seen
(Thou hadst seen)	
He had seen	They had seen

FUTURE PERFECT TENSE

I shall have seen	We shall have seen
You will have seen	You will have seen
(Thou wilt have seen)	
He will have seen	They will have seen

SUBJUNCTIVE MOOD

PRESENT TENSE

If I see	If we see
If you see	If you see
(If thou see)	
If he see	If they see

PAST TENSE

If I saw	If we saw
If you saw	If you saw
(If thou saw)	
If he saw	If they saw

PRESENT PERFECT TENSE

If I have seen	If we have seen
If you have seen	If you have seen
(If thou have seen)	
If he have seen	If they have seen

PAST PERFECT TENSE

If I had seen	If we had seen
If you had seen	If you had seen
(If thou hadst seen)	
If he had seen	If they had seen

IMPERATIVE MOOD: *Present, Singular and Plural, see (thou, you, or ye).*

INFINITIVES: *Present, to see; Perfect, to have seen.*

PARTICIPLES: *Present, seeing; Past, seen; Perfect, having seen.*

PASSIVE VOICE: INDICATIVE MOOD

PRESENT TENSE

Singular

I am seen
 You are seen (Thou art seen)
 He is seen

Plural

We are seen
 You are seen
 They are seen

PAST TENSE

I was seen
 You were seen (Thou wast seen)
 He was seen

We were seen
 You were seen
 They were seen

FUTURE TENSE

I shall be seen
 You will be seen (Thou wilt be seen)
 He will be seen

We shall be seen
 You will be seen
 They will be seen

PRESENT PERFECT TENSE

I have been seen
 You have been seen (Thou hast been seen)
 He has been seen

We have been seen
 You have been seen
 They have been seen

PAST PERFECT TENSE

I had been seen
 You had been seen (Thou hadst been seen)
 He had been seen

We had been seen
 You had been seen
 They had been seen

FUTURE PERFECT TENSE

I shall have been seen
 You will (thou wilt) have been seen
 He will have been seen

We shall have been seen
 You will have been seen
 They will have been seen

SUBJUNCTIVE MOOD

PRESENT TENSE

If I be seen
 If you be seen (If thou be seen)
 If he be seen

If we be seen
 If you be seen
 If they be seen

PAST TENSE

If I were seen
 If you were seen (If thou wert seen)
 If he were seen

If we were seen
 If you were seen
 If they were seen

PRESENT PERFECT TENSE

If I have been seen
 If you have been seen (If thou have been seen)
 If he have been seen

If we have been seen
 If you have been seen
 If they have been seen

PAST PERFECT TENSE

If I had been seen

If you had been seen (If thou hadst been seen)

If he had been seen

If we had been seen

If you had been seen

If they had been seen

IMPERATIVE MOOD: *Present, Singular and Plural*, be (thou, you, or ye) seenINFINITIVES: *Present*, to be seen; *Perfect*, to have been seen.PARTICIPLES: *Present*, being seen; *Past*, seen; *Perfect*, having been seen.Synopsis of the Verb *Help*PRINCIPAL PARTS: *help, helped, helped*

ACTIVE VOICE: INDICATIVE MOOD

PRESENT TENSE: I help.

PAST TENSE: I helped.

FUTURE TENSE: I shall help.

PRESENT PERFECT TENSE: I have helped.

PAST PERFECT TENSE: I had helped.

FUTURE PERFECT TENSE: I shall have helped.

SUBJUNCTIVE MOOD

PRESENT TENSE: If I help.

PAST TENSE: If I helped.

PRESENT PERFECT TENSE: If I have helped.

PAST PERFECT TENSE: If I had helped.

IMPERATIVE MOOD: *Present, Singular and Plural*, help (thou, you, or ye).INFINITIVES: *Present*, to help; *Perfect*, to have helped.PARTICIPLES: *Present*, helping; *Past*, helped; *Perfect*, having helped.

PASSIVE VOICE: INDICATIVE MOOD

PRESENT TENSE: I am helped.

PAST TENSE: I was helped.

FUTURE TENSE: I shall be helped.

PRESENT PERFECT TENSE: I have been helped.

PAST PERFECT TENSE: I had been helped.

FUTURE PERFECT TENSE: I shall have been helped.

SUBJUNCTIVE MOOD

PRESENT TENSE: If I be helped.

PAST TENSE: If I were helped.

PRESENT PERFECT TENSE: If I have been helped.

PAST PERFECT TENSE: If I had been helped.

IMPERATIVE MOOD : *Present, Singular and Plural*, be(thou, you *or* ye) helped

INFINITIVES : *Present*, to be helped; *Perfect*, to have been helped.

PARTICIPLES : *Present*, being helped; *Past*, helped; *Perfect*, having been helped.

B. A BRIEF SUMMARY OF ENGLISH GRAMMAR

Nouns (sections 20-30)

- I. **Kinds**: proper, common, collective, abstract.
- II. **Genders**: masculine, feminine, neuter, common.
- III. **Numbers**: singular, plural. (Ways of forming plural)
- IV. **Cases**: nominative, possessive, objective. (Ways of forming possessive)
- V. **Uses**

1. *Nominative case*: subject of a finite verb, predicate nominative, nominative of address, nominative of exclamation, nominative absolute, in apposition.

2. *Possessive case*: modifier of a noun, equivalent of a noun understood, part of a double possessive, in apposition.

3. *Objective case*: direct object of a verb, retained object after a passive verb, cognate object, predicate objective, indirect object, object of a preposition, subject of an infinitive, complement of an infinitive having a subject, in apposition.

- VI. **Parsing**: Tell its kind, gender, number, case, and use.

Pronouns (sections 31-46)

- I. **Kinds**: personal, demonstrative, indefinite, relative, interrogative.
- II. **Persons**: first, second, third.
- III. **Genders**: masculine, feminine, neuter, common.
- IV. **Numbers**: singular, plural.
- V. **Cases**: nominative, possessive, objective.
- VI. **Uses**: as substitutes for nouns, as adjectives, as connectives (relative and interrogative).
- VII. **Parsing**: Tell its kind, antecedent (if any), person, gender, number, case, and use.

Verbs: Modal Forms (sections 47-66)

I. Kinds

1. *According to meaning*: transitive, intransitive, copulative (or linking), auxiliary.

2. *According to form*: regular, irregular.

- II. **Tenses**: present, past, future, present perfect, past perfect, future perfect.

- III. **Voices:** active, passive.
- IV. **Moods:** indicative, subjunctive, imperative.
- V. **Numbers:** singular, plural.
- VI. **Persons:** first, second, third.
- VII. **Use:** the essential part of the predicate of a sentence.
- VIII. **Parsing:** Tell its kind, analyze the verb phrase (if any), give principal parts, tell tense, voice, mood, number, person, and name its subject.

Adjectives (sections 67-69; 73-75)

- I. **Kinds:** descriptive, limiting.
- II. **Number:** (pronominal adjectives only).
- III. **Gender:** (pronominal adjectives only).
- IV. **Person:** (pronominal adjectives only).
- V. **Comparison:** positive, comparative, superlative.
- VI. **Uses:** attributive modifier of a substantive, appositive modifier of a substantive, predicate adjective, objective complement, as a noun.
- VII. **Parsing:** Tell its kind, degree (if compared), way in which it modifies a substantive, and other use (if any).

Adverbs (sections 70-72; 75-76)

- I. **Kinds:** simple, interrogative, relative (or conjunctive).
- II. **Comparison:** positive, comparative, superlative.
- III. **Uses:** modifier of verbs, adjectives, and other adverbs.
- IV. **Parsing:** Tell its kind, degree (if compared), and its use as a modifier or as an introductory and conjunctive word.

Prepositions (sections 77-82)

- I. **Kinds:** simple, compound.
- II. **Use:** to indicate the relation of a substantive to some other word in the sentence.
- III. **Parsing:** Tell its kind, point out its object, and indicate the word to which it shows that its object is related.

Conjunctions (sections 83-85)

- I. **Kinds:** coördinating, subordinating.
- II. **Uses**
 - 1. *Coördinating:* to connect words, phrases, and clauses of the same rank in the sentence.
 - 2. *Subordinating:* to introduce dependent clauses (noun, adjective adverbial) and show their relation to the principal clause.

- III. **Parsing:** Tell its kind, its use as a connective, and (if it is a subordinating conjunction) its use as an introductory word.

Infinitives (sections 89-94)

- I. **Tenses:** present, perfect.
II. **Uses of infinitives and infinitive phrases:** noun, adjective, adverb, independently.
III. **Uses of infinitive clauses:** noun, adjective, adverb.

Participles (sections 95-98)

- I. **Tenses:** present, past, perfect.
II. **Uses of participles and participial phrases:** adjective, adverb, nominative absolute, noun, independently.

Gerunds (sections 99-102)

- I. **Tenses:** present, perfect.
II. **Use of gerunds and gerund phrases:** noun.

The Sentence and Its Elements (sections 1-19; 104-124)

I. **Kinds of sentences**

1. *According to use:* declarative, interrogative, imperative, exclamatory.
2. *According to form:* simple, compound, complex, compound-complex.

II. **Parts of a sentence:** subject, predicate.

III. **Words as elements of the sentence**

1. *Essential elements:* noun, pronoun, verb.
2. *Modifiers:* adjective, adverb.
3. *Connectives:* preposition, conjunction.
4. *Independent element:* interjection.

IV. **Groups of words as elements of the sentence**

1. **Phrases**

- a. *According to use:* noun, adjective, adverbial, verb, independent element.
b. *According to form:* prepositional, infinitive, participial, gerund, absolute.

2. **Clauses**

- a. *Independent.*
b. *Dependent:* used as a noun, an adjective, or an adverb.

Sentence Analysis (see sections 107, 109, 118, 120.)

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SYMBOLS USED IN MARKING COMPOSITIONS

[Numbers refer to sections and divisions of sections.]

GRAMMAR

Ag.	Error in agreement: subject and verb (56); pronoun and antecedent (32, 43; 45; 93; 94, 1); <i>this</i> and <i>that</i> (73).
Cs.	Wrong case form (25-30; 34-37; 45; 82, 1; 93; 94, 1; 102, 1, 2).
Gr.	Unspecified error in grammar (20-102).
M.	Wrong mood of verb (60-63; 66, 4).
Pl.	Use plural instead of singular of word.
Sg.	Use singular instead of plural of word.
Tn.	Wrong tense of verb (57; 94, 2; 98, 2, 3; 114).

SENTENCE STRUCTURE

C.F.	Comma fault (124).
Cl.	Lack of clearness (147-159).
Cp.	Violation of completeness (144-146).
Emp.	Poor sentence emphasis (160-161).
F.S.	Fragment of a sentence (122).
Ger.	Faulty reference of gerund (149).
Inf.	Faulty reference of infinitive (150).
K.	Awkward sentence; improve it.
O.S.	Overloaded sentence (145).
P.F.	Period fault (123).
Pl.	Violation of parallel construction (155).
Ptc.	Faulty reference of participle (148).
Ref.	Faulty reference of pronoun (147).
S.	Unspecified error in sentence structure (122-124; 143-163).
Tr.	Transpose a word, phrase, or clause to a better position in the sentence.
V.	Vary sentence order (6) or sentence type (163).
Λ	Necessary word or words omitted (146).
δ	Omit unnecessary word or words.

CAPITALIZATION AND PUNCTUATION

Cap.	Use capital letter (125).
Ital.	Underscore word or words once (126).
l.c.	Use small letter (125).
P.	Error in punctuation (128-141).

❖ SYMBOLS USED IN MARKING COMPOSITIONS ❖

❖ [Numbers refer to sections and divisions of sections.] ❖

❖ DICTION ❖

Coll.	Diction too colloquial (263, 1; 264).
D.	Unspecified error in diction (261-269).
Id.	Not idiomatic English.
Rep.	Needless repetition (162).
Sl.	Slang word or expression (263, 3; 264; 269, 5).
Trite	Trite or overworked word or expression (269, 2, 3).
Vg.	Vulgarism (263, 4; 264).
Wd.	Wordy; condense (160; 269, 1).
Wk.	Weak diction; use a more effective word (265-269).

❖ SPELLING ❖

Dy.	Consult a dictionary.
Sp.	Error in spelling (274; dictionary).
Syl.	Wrong syllabic division of word (see dictionary).
○	Write as one word without a hyphen.

❖ MISCELLANEOUS SYMBOLS ❖

MS.	Manuscript violates good form: letters (177; 195); composition (220).
×	An unspecified obvious error.
?	A doubtful statement.
¶	Indent; begin a paragraph here (167).
¶?	Should a paragraph begin here?
No ¶	Do not begin a new paragraph.
/	Divide a word or a sentence.
//	Use a hyphen at the point indicated by caret.
#	Leave more space between words or sentences.
R.	Revise the composition and return it.
W.	Work not acceptable. Rewrite the assignment.
Δ	Consult the teacher.



